

AMERICAN INSTITUTE
OF
ARCHITECTS
APR 16 1969
LIBRARY

Skills Axis

1 Symbolic

(Programming)

2 Iconic

(Design)

3 Enactive

(Effectuation)

a Urban Development

1a

2a

3a

b Site

”

”

1b

2b

3b

c Building

”

”

1c

2c

3c

d Interiors

”

”

1d

2d

3d

e Product

”

”

1e

2e

3e

f Graphic

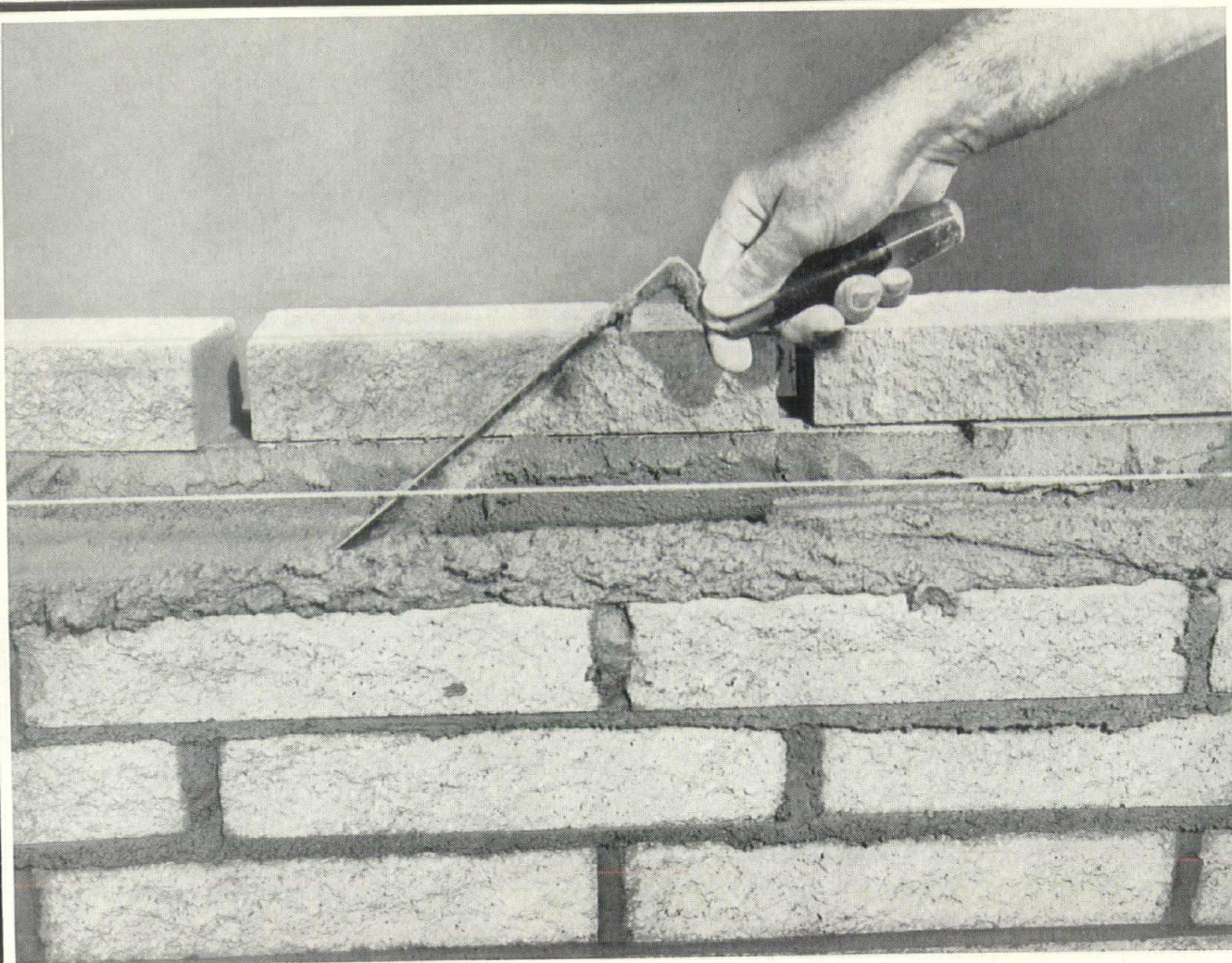
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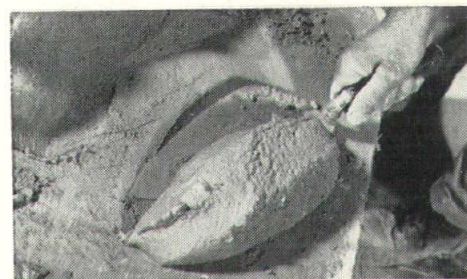
1f

2f

3f



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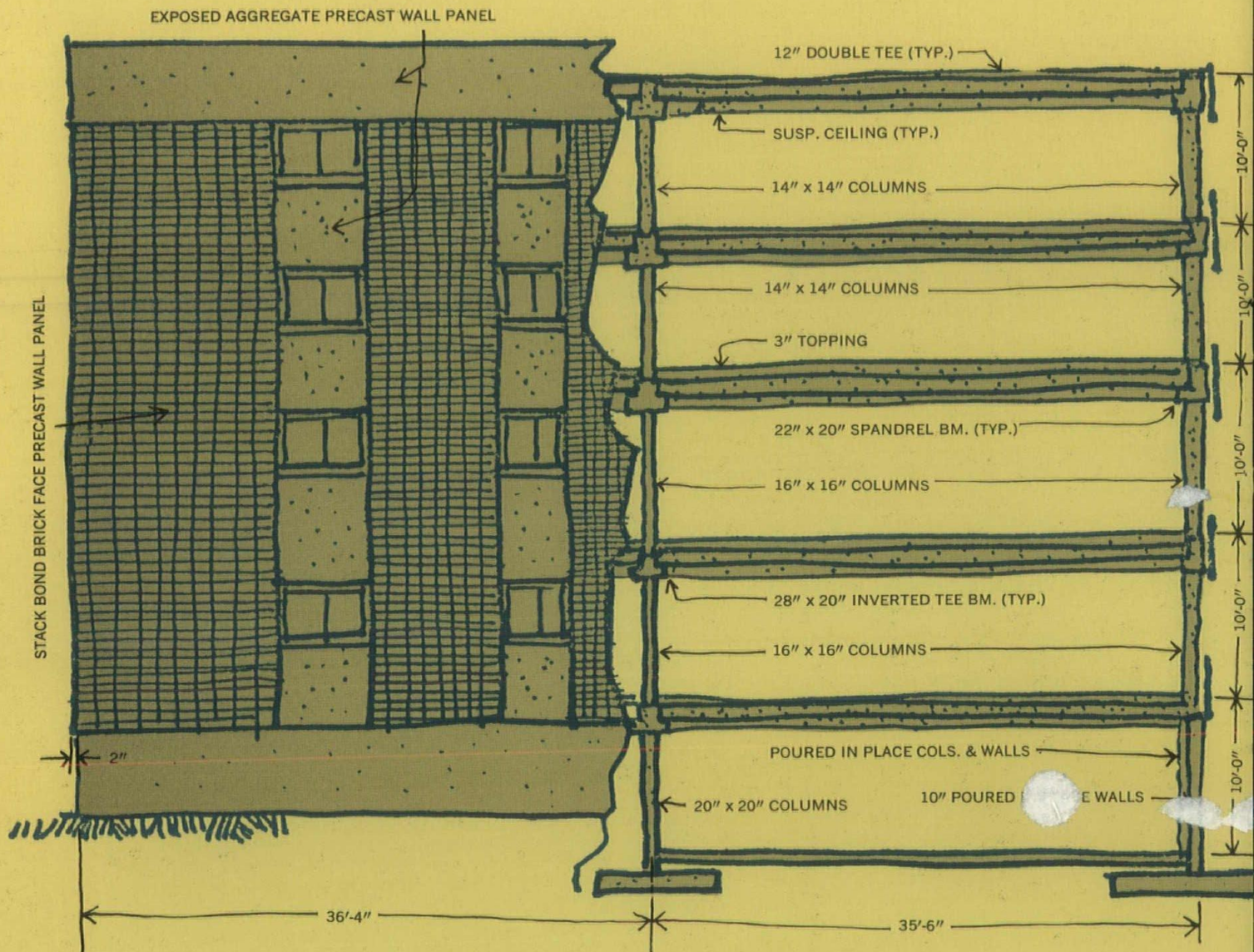
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wisconsin architect



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ELLO BRINK, Executive Editor
David Radbil, Advertising Manager
John Reiss, Art Director
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Address all matters pertaining to Editorial or Advertising to
785 North Jefferson Street
Milwaukee, Wisconsin 53202
Phone 272-4668

Wisconsin Architect, Inc.: President, Willis Leenhouts; Vice-President, Maynard W. Meyer; Secretary-Treasurer, Ello Brink, 785 N. Jefferson Street, Milwaukee, Wisconsin 53202.

Board of Directors: Harry Bogner, Richard Diedrich, Thomas L. Eschweiler, Ronald Hansche, E. John Knapp, George Schuett, Sheldon Segel, Gary V. Zimmerman.

Wisconsin Chapter American Institute of Architects: 3902 N. Mayfair Road, Milwaukee, Wis. 53222. Phone 464-4520. Executive Secretary, Mrs. Jane Richards.

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Architectural Curriculum for UW-M

The curriculum for the first four years in the new School of Architecture's six year program at the University of Wisconsin-Milwaukee, as proposed by Dean John W. Wade, has been approved by the Faculty and the Board of Regents.

We are pleased here to reproduce the pertinent portion of the proposed academic program including Level III, the portion pertaining to the graduate program, which is yet to be approved by the Graduate School Faculty and the Board of Regents before its effective date, September 1971.

It is proposed that the curriculum of the School of Architecture be six years in length and be divided into three two-year segments: I Pre-Architecture, II Architectural Studies, III Architecture. (This curriculum organization is in keeping with a national framework for environmental design education proposed in the A.I.A. sponsored document, *A Study of Education for Environmental Design*, commonly called "the Princeton Report.")

Pre-Architecture students will enroll in the College of Letters and Science, but will be guided in their course selection by advisors from the Architecture faculty. The School of Architecture will admit students at the junior level and will administer Architectural Studies and Architecture. The six-year program will lead to the degree, Master of Architecture. Students who complete Levels I and II successfully will be graduated with the degree, Bachelor of Science in Architectural Studies. Normal progress through the curriculum will require the successful accomplishment of 15 credit hours each semester. The Master of Architecture degree requires 180 credit hours; the Bachelor of Science in Architectural Studies requires 120.

Level I

Admission requirements to Pre-Architecture shall be the same as those for general admission to the University. The freshman student is warned that there are requirements that he must meet for admission to Architectural Studies prior to his junior year. He is warned that there are other stringent requirements for admission to Architecture prior to his fifth year.

Because the School of Architecture expects to accept students from other campuses within the State systems and because course offerings vary from one campus to the next; furthermore, because the Pre-Architecture program should permit the student as much freedom as possible to discover his areas of interest, there are no courses (except for University-wide requirements in freshman English and History) that will be *required* of the student in Pre-Architecture. The following courses and course distributions are *recommended* to the student, and he is put on notice that he will be re-

sponsible for the possession of the knowledge and skills implied by these recommendations when he enters Architectural Studies at the junior level: Mathematics 231 and 232 (or 211), (calculus); Mathematics 315 (or 309), (probability); Mathematics 132, (computers); Philosophy 201, (logic); English 201, (intermediate composition); and Architecture 200, 201, (orientation). The student should distribute the remaining courses in Pre-Architecture nearly evenly among the sciences, the humanities and the fine arts and social studies. By consultation with the faculty of Architecture, more specific recommendations will be made to the student for appropriate courses in Mathematics, Fine Arts, and in Applied Science & Engineering that will best serve his professional interests. In order to be retained in the Pre-Architecture program, the student needs only to meet University-wide standards for retention; retention in Pre-Architecture, however, will not guarantee admission to Architectural Studies, Level II of the curriculum.

Level II

In order to be admitted to Level II of the curriculum, a student in Pre-Architecture must: attain 58 credit hours; achieve a grade point average to be determined by the faculty of the School of Architecture and announced eleven months in advance of its application, and supply to the faculty of the School of Architecture a portfolio of evidence declaring the student's interest in the environment and supporting a commitment to the field of architecture. A bachelor's degree from an accredited college or university or any other equivalent academic accomplishment may be accepted by the faculty in lieu of 58 credits and the required G.P.A.; nothing, however, shall excuse a candidate for admission to Architectural Studies from supplying a portfolio of evidence of interest and commitment.

A student may apply for advance standing in Level II or by the presentation of the appropriate number of credits from an established school of architecture and the presentation of a portfolio of accomplished work. Admission to advance standing is at the discretion of the Architecture faculty.

Curriculum Organization

From the time that the student enters the Architectural studies program at the junior level, his course will be organized in a new form appropriate to a professional school with a strong central purpose. Since the student will be concerned with design development decisions throughout his entire professional life, he will start the practice of decision with his introduction to professional education.

During each semester in the third and fourth years, each student will be enrolled in a problem-solving course assigned a value of twelve semester credits. (He will also be enrolled in one free elective course outside the School of Architecture.) The problem-solving course will become the central discipline in his student life, dealing insofar as circumstances permit with real problems. By becoming enrolled in this course, the student accepts responsibility for whatever amount of time is required of him from 1:00 p.m. until 5:00 p.m. each day Monday through Friday for every week of the semester (calendared holidays excluded). The week will be divided as follows: Mondays, Wednesdays, and Fridays for problem assignments and discussion, critique of work, consultation with the faculty problem-team, field visits required, and presentations and juries held upon the termination of each problem; Tuesdays and Thursdays will be devoted to lectures and skills' instruction required for problem solution.

Attendance at the lectures and skills' instruction will not be required of architecture students. Homework and exercise solution will be encouraged, but not required, and no examinations upon the lectures or instruction will be given. The faculty, however, will expect the students to make full use of the knowledge and skills available from the lecture courses in his problem solutions. The problems will be so arranged and the student's performance in the sequence of problems will be evaluated in such a manner as to insure a distinction between students who have acquired the knowledge and skills available in the lectures and skills' instruction and those who have not.

This evaluation system places emphasis, appropriately for an architect, upon the convergent use of knowledge in problem solution, not upon the simple acquisition of unrelated knowledge.

Within architectural education, there has been for some time now (among the more progressive schools) an effort to consider the architect as a generalist, i.e., a person with a broad comprehension of human activities who is able to unite the knowledge and skills of many persons into a single creative effort.

Upon careful consideration of the notions, generalist and specialist, we can be more specific in the manner in which we attempt to educate the architect. Generalist and specialist are relative terms, and we must specify the generalist and specialist frames of reference.

In order to specify frames of reference, we need to draw a distinction between skills and knowledge. For purposes of this discussion, we can describe knowledge as non-active, not affecting actions, and storable both in human beings and non-human vessels. We can describe skills as active and abilities, though drawing upon knowledge, as able only to be stored in human beings.

For our purposes, we can group skills under three headings — Symbolic (programming), Iconic (design), and Enactive (effectuation). We can group areas of knowledge by the scale of project undertaken and traditionally associated with recognizably distinct environmental disciplines: urban development, site development, building development, interiors development, product development, and graphic development.

By the use of a matrix array, we can specify generalist and specialist activities and attitudes. We shall let one dimension (axis) of the matrix represent areas of skill, and the other dimension represent areas of knowledge.

KNOWLEDGE AXIS	Skills Axis		
	1. Symbolic	2. Iconic	3. Enactive
a. Urban Development	1.a	2.a	3.a
b. Site Development	1.b	2.b	3.b
c. Building Development	1.c	2.c	3.c
d. Interiors Development	1.d	2.d	3.d
e. Product Development	1.e	2.e	3.e
f. Graphic Development	1.f	2.f	3.f

The traditional architectural curriculum centered in area 2.c, that of architectural design. More recently, curricula that thought of themselves as generalist in scope ranged from 1.c across to 3.c. Others calling themselves generalist ranged from 2.a to 2.c with a bit of 1.a or 1.c thrown in. (See cover) In our curriculum, at UWM, we shall provide in the junior and senior third and fourth) years of the curriculum, a broadly generalist setting by ranging across the entire matrix from 1.a to 3.f.

In order to cover the matrix, we shall move, in general, through the four semesters from: the urban and site scale, to the site and building scale, to the building and interiors scale, to the product and graphic scale.

Furthermore, we shall place emphasis in some problems upon the programming phase, in some upon the design phase, and in some upon the effectuation stage, thus covering the symbolic, iconic, and the enactive areas. The arrangement of faculty into teams will further insure that the symbolic, iconic, and enactive areas are fully treated.

Lecture or Instruction Sequences

Junior Year

Physical Force-Form Determinants — I and II

The interaction of forces and forms. By a study of natural and man-made forms, the student learns the principles governing the behavior of forms under the application of various forces. By direct experimental constructions, the student develops an intuitive understanding of structural principles.

Cultural Determinants — I and II

A study of the history of art, technology, engineering, and architecture. Social, political, economic, technological, and personal influences upon art form.

Symbol and Language Determinants

The building is limited by the thoughts that its architect can think, and the precision of his thought. An introduction to architectural programming.

Analogic Determinants

The building is limited by the skill that its architect has in diagramming and expressing visual spatial relationships. An introduction to the schematic phase of architectural design.

Technological Determinants

The influence of manufacturing processes and economics upon building. The materials, traditional and modern, that are available for building. The availability of transportation and its cost. The costs of labor, tooling costs, production runs. The capabilities within various processes.

Social and Economic Determinants

The influence of the social, political, and economic environments (as expressed in today's city) upon the building. The influence of building, of zoning laws, of land costs, of building costs, and maintenance costs upon the form of buildings.

Senior Year

Iconic Determinants — I and II

The influence upon building design of the architect's ability to visualize and represent the form of a proposed building. The various methods of representation and their different uses.

Structural Determinants — I and II

The influence upon building design of the ability to compute structures mathematically. Computation methods. The interaction of the total structure.

Value and Purpose Determinants

The values' environment, the purpose set, and the devices by which the architect deals with values and purposes in building design.

Physiological & Psychological Determinants

The influence of human needs upon building design. The acceptable range and optimum conditions for: temperature, pressure, humidity, lighting, acoustical conditions. Human tolerance for biological and chemical pollutants in food and water supply, and in the atmosphere.

The psychological effects of building design and arrangement. Group relations and room arrangements. The effects of such qualities as enclosure, scale, color, texture, heights, and the like.

Conceptual Determinants

The influence of the conceptual ordering of visual materials, the schemata by which we order the visual world. The ranges in choice or order systems that are available for problem solution.

Affective and Symbol Determinants

Symbolic devices and their influence upon building form. The visual form as a communication device. The building as commercial product, as evidence of power or wealth, as a symbol of aspiration, or achievement, and as a personal or social symbol.

Retention in Level II Program

A student shall not be retained in the Level II program of the School of Architecture when:
in any single semester, he achieves a G.P.A. of less than 1.67 for all of the courses taken by him, or if his cumulative G.P.A. is less than 2.00;

or, when in any single semester, he achieves less than a 2.0 G.P.A. for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architectural Studies courses is less than 2.33 (after the first semester of Level II work). NOTE: One grade is given by each of three faculty members for four credit hours of the twelve credit total.

Level III

Beginning with his fifth year, the student will undertake professional studies closely linked to the work that he will carry on during his professional career. While the studies will be a continuation of Level II work, they will be more specific as to both subject matter and skills.

Where Level II courses were concerned with the development of student attitudes and values, and with the attainment of skills concerned with the proposal of problem solutions, Level III courses undertake, in addition, the techniques of problem solution used in architectural practice. Level III courses through participation techniques, are descriptive of the institutional structure of production processes, the construction industry, and professional practice.

In order to be admitted to Level II course work, the student must have complied with all of the following requirements:

- a. He must have completed the full 48 credit hours of Level II course work. (A student who has transferred with advanced standing must have completed the remaining credit hours of Level II work for which he was not given credit.)
- b. He must have attained a total of 114 credit hours, hold a bachelor's degree or its equivalent, from another Institution.
- c. He must have at least attained in his Architectural Studies courses cumulative G.P.A. between 2.33 and 3.33. The exact average shall be determined by the vote of the faculty eleven months prior to the time of his entry in Level III work.
- d. Having met the above requirements, the student's admission to Level III work is automatic, unless he has received a recommendation from at least six faculty members, duly recorded in a faculty meeting of the School of Architecture, that he not be admitted to Level III work.
- e. A student who has been denied admission for any of the above reasons and who has been awarded the Bachelor of Science degree in Architectural Studies may apply for readmission to the School of Architecture after the passage of two years from the time of the last refusal of his admission to Level III work.

Curriculum Organization

The curriculum structure is similar to that of Level II, except that where in Level II students participated in a problem sequence common to all in the same class section; in Level III, the student will be permitted, as his maturity and experience allows, to propose to his assigned faculty-team a problem sequence for the semester's work. Such sequence shall be submitted for approval prior to the beginning of the semester and upon faculty-team approval, the student shall undertake work in the same manner as the problem sequence established by the faculty.

Lecture or Instruction Sequence

Fifth Year

Structural Systems — I and II

Methods for designing structures in steel, concrete, and wood. The totality of interactions upon a structure. The necessary approach to experimental structures.

Environmental Systems — I and II

Methods for maintaining comfort and controlling atmospheric and temperature conditions within the building. The supply of power, light, transportation, water, and other utilities to the building. The removal of waste materials.

Land and Building Economics

The land and building market. Methods of building finance. Government support and insurance programs. Patterns of ownership and rental. Development procedures and considerations. Gross cost estimating. Obsolescence and value loss. Tax considerations.

Choice and Values System

The availability of materials and information. Techniques for rationalizing choice. The weighing of values. Situational choice. Systems Analysis in Building Design.

Safety, Insurance and Codes

The principles of building safety. Life support as a general principle of building design. Security awareness and consequence prediction for the individual. Simultaneity of stimuli. Seismic. Testing procedures and facilities. The codification of safe practices.

Building Maintenance

Selection of form and material according to life-expectancy of building usefulness. The deterioration forces. The trade-off between initial cost and maintenance costs.

Sixth Year

Systems of Construction — I and II

The various construction systems traditional and modern that are available to the architect. The sequence of constructions. Principles of detail design.

Job Production — I and II

The contract documents; i.e., working drawings and specifications, and their methods of production. Check-lists for job completeness. Different methods for description and specification. Standards Associations. Office accounting on job production.

Public Relations and Job Procurement

The limitations imposed on professional practice. Professional organizations and their influence. Community service and business politics.

Contracts and Ethical Practices

The several contractual obligations in which the architect becomes engaged. The forms of contract. The architect's rights and obligations. Liability claims. Registration laws.

Office Management

The organization of the architectural practice. Individuals, partnerships, and corporations. The distribution of responsibility within the office organization. Horizontal and vertical organizations. Limited or comprehensive practice. Consultants, and allied professions.

Construction "Supervision"

The architect's responsibility and his unique role. Co-obligations with owner and contractor. Organizational relationships. Shop drawings, change orders, bonds, liens, certificates of payment. The continuing relationship.

A student shall not be retained in the Level III program in the School of Architecture when in any single semester he achieves a G.P.A. of less than 2.33 or if his cumulative G.P.A. is less than 2.67, or when in any single semester, he achieves less than 2.67 for the grades in his twelve credit hour Architectural Studies course, or if his cumulative G.P.A. in his Architecture courses, after the first semester of Level III work, is less than 3.00.

1. Curriculum Content

Referring again to the matrix array presented in order to describe the Level II curriculum, we can use it to describe the curricula that will be offered in Level III. While all curricula will lead to the degree, Master of Architecture, we shall expect to offer specializations (with appropriate accompanying generalizations) within the degree program.

	1. Symbolic	2. Iconic	3. Enactive
a. Urban Development	1.a	2.a	3.a
b. Site Development	1.b	2.b	3.b
c. Building Development	1.c	2.c	3.c
d. Interiors Development	1.d	2.d	3.d
e. Product Development	1.e	2.e	3.e
f. Graphic Development	1.f	2.f	3.f

In order to aid in carrying out the mission of UWM with its concern for urban involvement, the School of Architecture, upon the initiation of the Level III program in the 1971-72 academic year, will expect to offer two standard problem sequences.

The first will specialize in building development and will range across the matrix squares 1.c, 2.c, and 3.c with some slight spread into the adjacent b and d squares.

The second will specialize in urban development and will range across the matrix squares 1.a, 2.a, and 3.a with some spread into the adjacent b squares.

In succeeding biennia, we shall expect to develop specializations according to the following schedule:

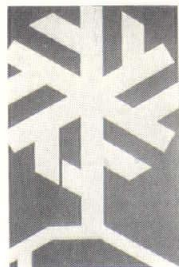
1973-75	Site Development	1.b	2.b	3.b
	Interiors Development	1.d	2.d	3.d
1975-77	Product Development	1.e	2.e	3.e
	Graphic Development	1.f	2.f	3.f

As mentioned above, superior students will be encouraged to develop with faculty approval, their own problem sequences.

The lecture and instruction sequences described above apply especially for the building development specialty. As other specializations are offered, other lecture and instruction sequences will be added.

The above is an extract from the curriculum recommended by the Board of Regents of the University of Wisconsin to the Coordinating Council for Higher Education.

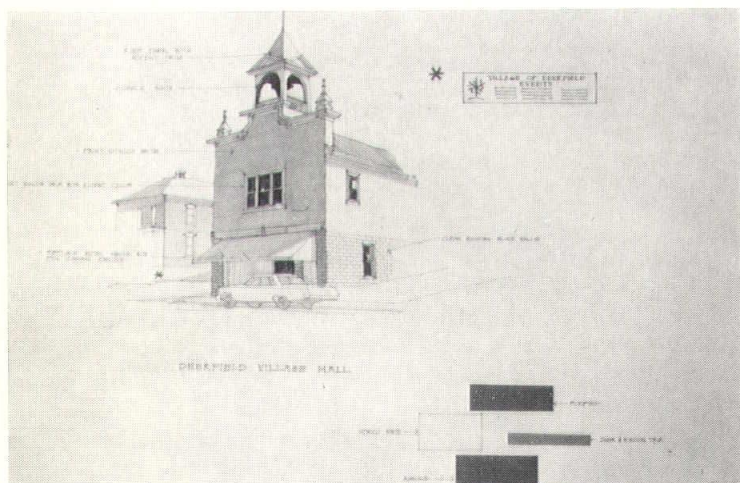
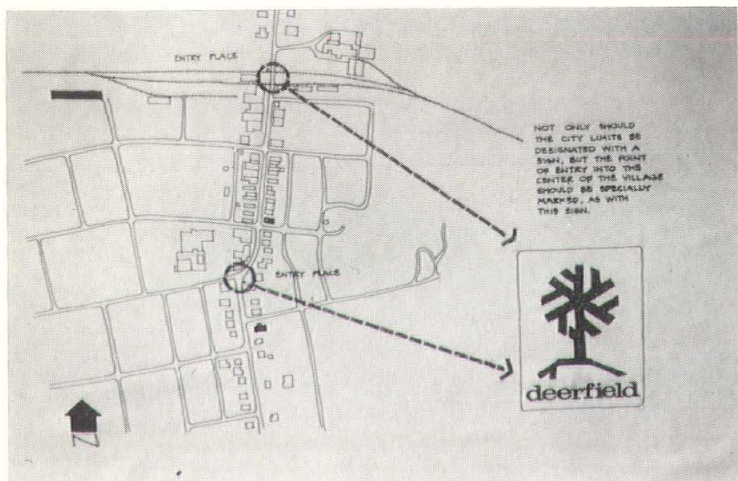
Deerfield '68



Deerfield '68 is the name of a rather interesting and ingenious project of community service, members of the Environmental Design Committee of the Western Section, Wisconsin Chapter, A.I.A., involved themselves in during the past year.

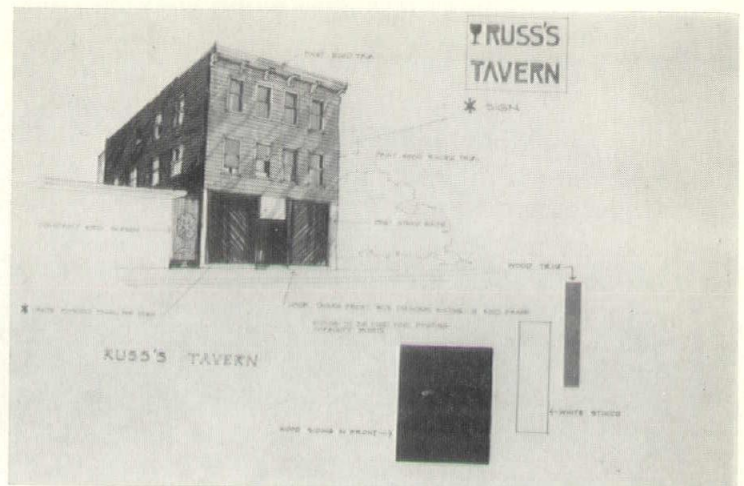
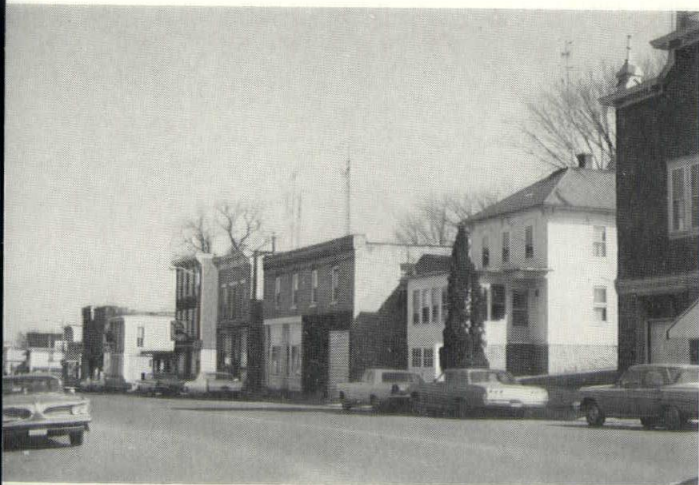
The Environmental Design Committee was formed late in 1967 with the express purpose of "a general drive toward the development of proposals which could serve as guide lines to be used in future development programs," said Jay McLean, Chairman.

A newspaper article in January 1968, brought the community of Deerfield, Wisconsin, to the attention of the Committee. The article announced the planned development of Norwegian storefronts to help establish a village identity. Members of the Environmental Design Committee saw the opportunity to help in precisely the manner the Committee was formed for. Instead, however, of engaging in the development of a hypothetical program, they decided to offer their services in a practical application to the community of Deerfield.

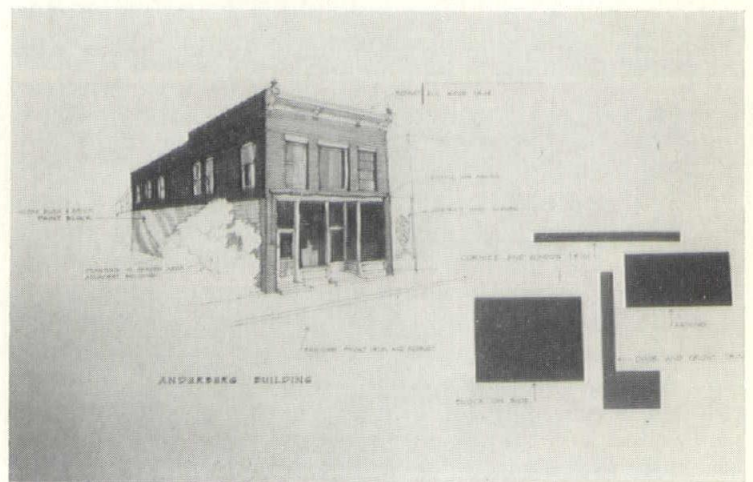


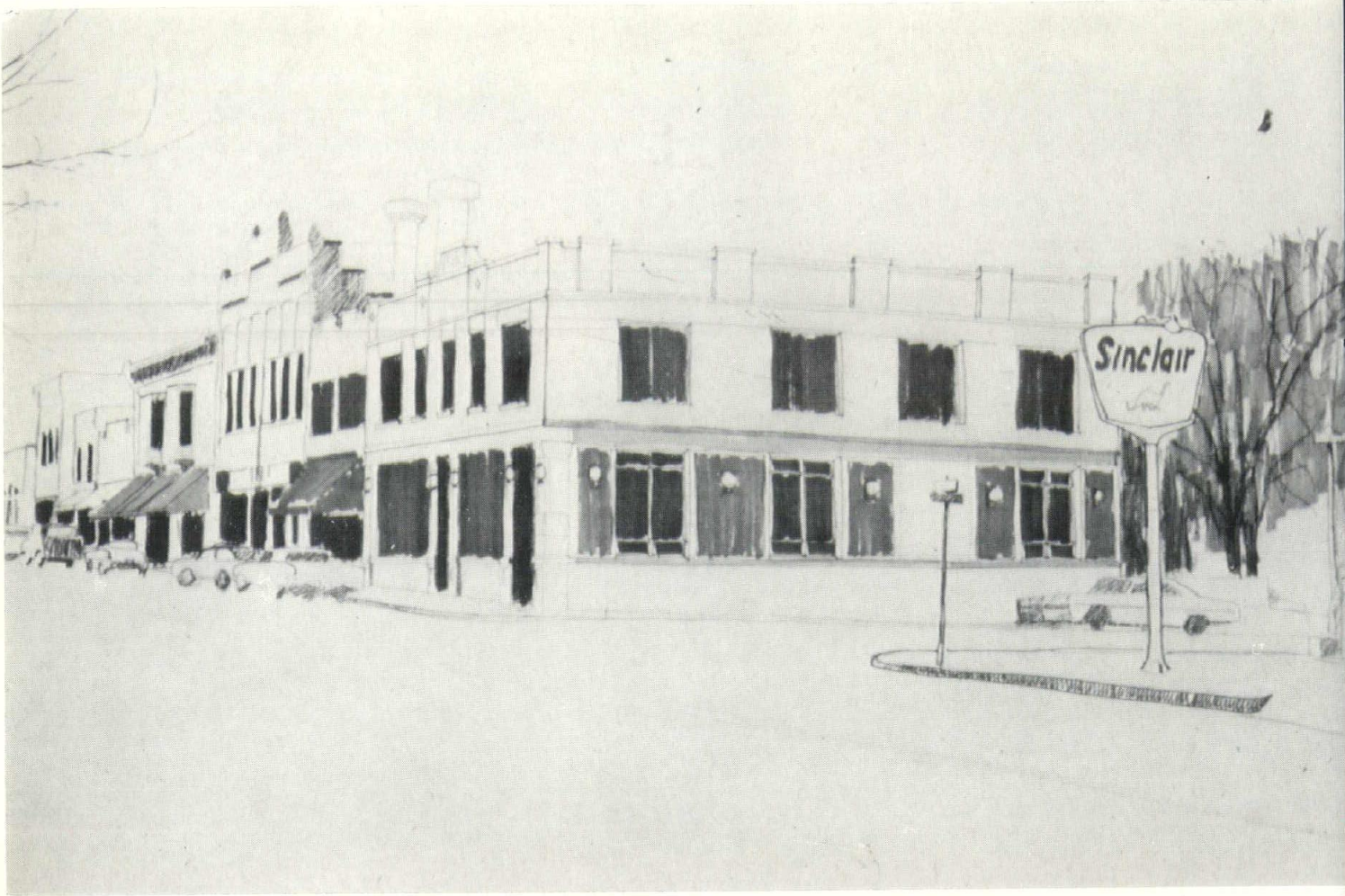


Ed Solner and Jack Douthitt were appointed to contact the community leaders of Deerfield. They called on Mr. Frank Anderson initially, and on February 12, 1968, they met with the Deerfield Village Planning Board. The Environmental Design Committee, as a representative of the Western Section, Wisconsin Chapter, A.I.A., encouraged the initiative shown by the community and offered the assistance, at no cost to the Village, of a design task force composed of local professionals. The Village Planning Board was very pleased with the committee's interest and accepted the offer.



The first step in the project was to visit the Village. On a sunny Saturday morning a large task force of fifteen architects met with Village officials, property owners, and interested residents. The meeting convened on the steps of the Village Hall and continued as a walking tour of the downtown area. The meeting then continued as a "resident guided" automobile tour of the entire village. The task force of architects got acquainted with the physical property of the Village and gained an understanding of the problems involved. The Environmental Design Committee then set up a task





force workshop including several Landscape Architects who had become interested in the project. Very quickly became it apparent, that the help of the task force was best to be utilized in the areas of community identity and revitalization of the downtown area. It was decided to create the desired identity by using and reinforcing the existing good features and by attempting to eliminate or at least subduing the undesirable features of the existing village. A close study revealed that a majority of the existing buildings had a very respectable architectural character, worthwhile to be preserved and invaluable in the type of proposed rehabilitation they intended.

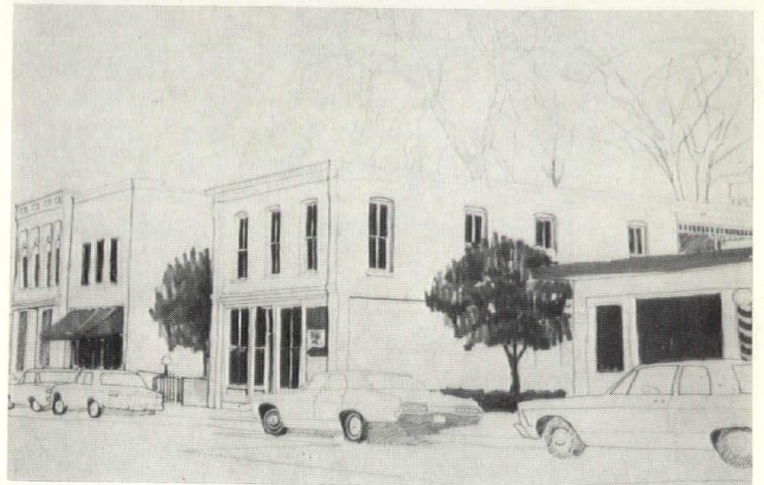
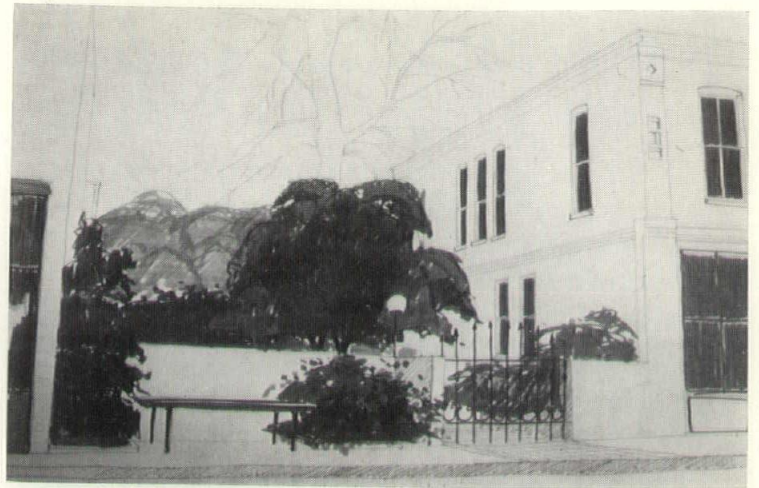
The final solution presented by the Environmental Design Committee did not follow the original concept of Norwegian storefronts, but, instead emphasized the Village character as built by the original residents. The solution was contemporary and acceptable and pleasing to the Community.

After a period of time the task force was reduced to seven people who completed the project. Five of the architects, Terry Milne, Tom Bast, Bruce Simonson, and co-chairman Ed Solner and Jack Douthitt and landscape architects Hugh Dega and Willard Stlutka completed the project. The final cost of the task force to the Environmental Design Committee amounted to \$65.00 and an estimated 500 man hours were spent in the process.

On June 6, 1968 the project was presented to the Village of Deerfield residents. Three slide projectors were used.



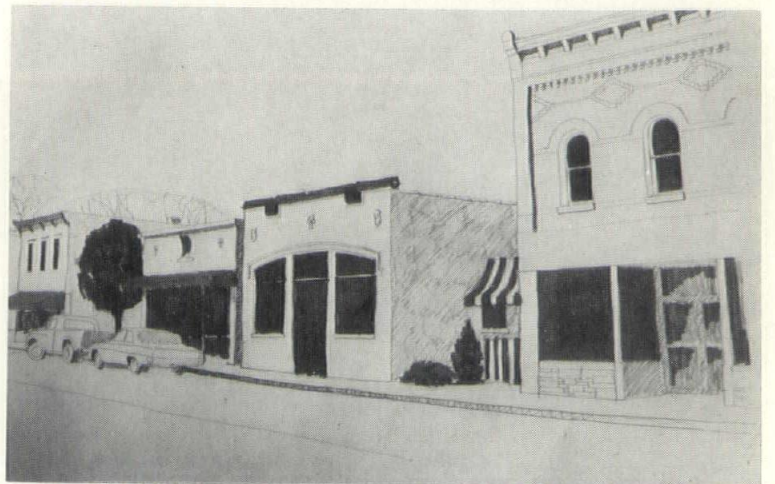
Projector 1 showed the actual street scene as it existed. Projector 2 then showed a slide of a sketch demonstrating how the same street scene would look if the existing buildings were remodeled as shown by Projector 3. After the presentation, the actual sketches were put on display and an informal question and answer period ensued. Ultimately the sketches were given to the property owners concerned. "Although there was a lack of emphasis on Norwegian storefronts, most residents were surprised and happy with the results and quite aware of the



onomical and functional solutions", observed Jack Douthitt. "We emphasized landscaping and traditional Norwegian colors, and emphasized marginal remodeling of existing buildings." It is not surprising, that the architects in the process of their involvement, started to influence the residents of Deerfield. Jack Douthitt recalls: "They have met with architects and worked with them now. They know that professional advice need not be limited to individual projects; they have learned that professional advice and help can be

sought and will be made available from architects who are concerned about the total human environment on any scale."

The members of the Environmental Design Committee of the Western Section certainly have demonstrated in their actions that the architect is energetic, able and willing to devote his time and talent toward environmental improvements. They disbursed the esoteric image of the architect "artist in his Ivory tower", ever so remote and ever so expensive. They have proven that the architect is a person, capable and willing to help!



Baedeker 69

North Central Region — Wisconsin Chapter, A.I.A. Convention

In 1827 Karl Baedeker, a German printer, introduced the first in a successful series of illustrated guided tour books to major cities. Published in French, German and English, these books eventually dealt with most of Europe, North America and the Orient. After 142 years of publishing, editions of these valuable guides are still being printed in Stuttgart, Germany, in the form of Automobile Touring Guides.

From May 6th to 9th, 1969, the North Central Region — Wisconsin Chapter, A.I.A. convention will introduce BAEDEKER 69 to its membership. A guided tour of the American City.

On Wednesday, May 7th, at the orientation luncheon, the TOTAL CITY will be explored by George Kassabaum, F.A.I.A. Through his eyes we shall attempt to recognize the American City for what it really is with its inherent communications, power sources, expressway, parking and taxation problems. We shall consider the social, economic and architectural forces that shape the American City. Later that afternoon Philip Meathe, A.I.A. will lead

Tour I — THE CREATIVE CITY. The discussion will pinpoint the architect's role in effectively meeting the demands the new city will make on him. It will explore the increasing need for the architect to wear the hats of the planner, promoter, financial advisor, politician and the sociologist in addition to his own more customary one, the hat of the architect. Mr. Meathe will relate the position of today's architect to urban renewal, model cities and new towns.

Thursday afternoon, May 8th, 1969, *Tour II — THE INSIDE CITY*, as led by Charles Blessing, F.A.I.A., will

be concerned with the re-developing of the neighborhood and/or one section of the City.

The "City within the City", as this approach has been described, generally involves all of the problem solving the entire City demands, but it operates on a much smaller scale. The remainder of the Inside City tour will lead us to communities which have successfully implemented the "City within the City" concept and we shall analyze the problems as well as the means of solutions that were involved in the process.

At the Thursday evening Banquet, Green Bay Packer Elija Pitts, will offer a far different tour — A Tour of the Mind. THE PERSONAL CITY is Mr. Pitts' theme. It will allow everyone to re-discover people. People living with people, communicating with people, busy being people. Busy being concerned or not concerned because they are white instead of black, or black instead of white. Mr. Pitts will speak of the most important aspect of the city — its people.

Tour III — THE FUTURE CITY will be guided by George Anselevicius, Dean of the School of Architecture, Washington University, on Friday, May 9th. Dean Anselevicius will explore questions such as these: Should the City be re-built? Should it be re-located? What is the City of the future going to be like? Can we see its embryonic form already today? Where does the architect fit? What role is he to play? What contributions are expected of him?

The BAEDEKER '69 guide book offers a package tour of exploration of the most basic problem confronting us. So, use the guide books, take notes, and ask questions of the tour guides!

Let's all go BAEDEKER '69!

Convention Speakers

George E. Kassabaum



George E. Kassabaum, F.A.I.A. is presently President of The American Institute of Architects. He was elected to the College of Fellows of The Institute in 1967 for service to the architectural profession. His A.I.A. activities on the national level have included chairmanship of the Committee on Housing for the Aging, 1961 and 1962. In 1964, Mr. Kassabaum was President of the St. Louis Chapter, A.I.A. From 1962 to 1964, he was the only architect on the 24-man Advisory Committee on Housing for the Elderly (HHFA). He has served on a number of design and award juries of A.I.A., F.H.A. and of House and Home magazine. After his graduation from Washington University in 1947, he taught architectural design for three years, leaving the University to join the St. Louis Office of Hellmuth, Yamasaki Leinweber. Since 1955, Mr. Kassabaum has been Principal for the production and construction services for Hellmuth, Obata & Kassabaum of St. Louis.

Philip J. Meathe, A.I.A. received his Bachelor of Architecture degree from the University of Michigan in 1948. In 1950, he joined the firm of Hellmuth, Yamasaki & Leinweber as a captain and was consequently elevated to associate member of the firm in charge of production of construction documents. In 1955, Mr. Meathe entered private practice with William Kessler, forming the firm of Meathe, Kessler and Associates. The firm received awards for architectural achievement on twenty-four separate occasions. In 1969, Mr. Meathe was appointed Executive Vice-President of Smith, Hinchman & Grylls Associates, Inc. He served as President of the Detroit Chapter, A.I.A. for two consecutive terms. In 1965, he was appointed Regional Director to the National Board of Directors of the American Institute of Architects for a three year term. From 1966 to 1968, Mr. Meathe was Chairman of the Institute Public Relations Committee. In 1967, he received the Detroit Chapter Gold Medal and in 1969 he was awarded the Edward C. Kemper Award of The Institute.



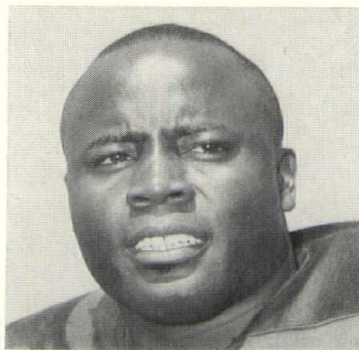
Philip J. Meathe

Charles A. Blessing, F.A.I.A. is presently Director of City Planning of the Detroit City Plan Commission. Mr. Blessing received a B.S. in Architectural Engineering in 1934, a B.A. in Architecture in 1937 and a Master of City Planning degree in 1939, all from the Massachusetts Institute of Technology. He is among the few city planners who have university degrees in architecture, engineering and city planning. Mr. Blessing has been active in the national professional organizations of the three professions and has served as National President of the American Institute of Planners for two terms from 1958-1960. He has served as chairman of the City Planning Division of the American Society of Civil Engineers, chairman of the Urban Design Committee of the A.I.A. and as a member of the Architectural Design Commission of The American Institute of Architects. His interests have included comprehensive planning at city, regional and state and urban level and urban design and architecture at city and regional scale. Mr. Blessing received the Arnold W. Brunner Foundation Fellowship for the year of 1965, a grant for the preparation of the book, "Form in City and Nature."



Charles A. Blessing

Elijah Pitts graduated from Philander Smith College, majoring in economics. This is his eighth year in professional football with the Green Bay Packers. Mr. Pitts was the Packers' thirteenth round draft choice in 1960. He holds the record of 9.6 seconds in the 100 yard dash. He holds the collegiate conference 400 record with 47.1 seconds. He is the Gulf Coast Conference scoring record holder. He is the seventh leading Packer ball carrier in all time yardage. He is the leading Packer ball carrier in the 1966 NFL title game with 12 rushes for 66 yards and caught one pass for a 17 yard touchdown. He is the twelfth leading Packer scorer with a 2 career points. He missed the final six games of the 1967 season with a torn Achilles tendon. Mr. Pitts presently operates the Pitts Employment Agency in Milwaukee. He lives in Brown Deer, Wisconsin.



Elijah Pitts

George Anselevicius was born in Koenigsberg, Germany. He received his education in England from the Leeds School of Architecture and graduated in 1946. From 1948 to 1951, Mr. Anselevicius taught at The Institute of Design in Chicago. In 1964, he was visiting professor at Ahmedabad, India. In 1955, he joined the faculty of The School of Architecture at Washington University in St. Louis. He was recently appointed Dean of the School of Architecture. In 1960, Mr. Anselevicius went into private practice and formed the firm Anselevicius & Montgomery, since 1968, Anselevicius & Rupe. With Schnebli & Montgomery, he was the winner of a national competition for the Law School and Social Science Building at Washington University in 1966.



George Anselevicius

1969 Convention — North Central States Region and Wisconsin Chapter, A.I.A.

Lake Lawn Lodge, Delavan, Wisconsin

Program

Tuesday, May 6

- 7:30- 5:00 Exhibitors' Set-up — Ballroom
3:00- 5:00 North Central States Region, A.I.A.,
Council Meeting (Component Officers) —
Outpost Room

Wednesday, May 7

- | | | | |
|-------------|---|------------|---|
| 8:00- 5:00 | Registration — Ballroom | 2:00- 4:00 | Women's Hospitality Lounge — Big Top Lounge |
| 8:00-11:00 | Exhibitors' Set-up — Ballroom | 2:00- 4:00 | Viewing of Exhibits — Ballroom |
| 9:00-12:00 | Wisconsin Chapter, A.I.A., Executive Committee Meeting — Outpost Room | 4:00- 5:30 | Tour I — Big Pow Wow Room
THE CREATIVE CITY
<i>Speaker:</i> Phil Meathe, AIA |
| 10:00-12:00 | Women's Hospitality Lounge — Big Top Lounge | 6:30 | Seven Seas Party — Big Top
Select attire for port of call of your choice
Dinner Stop — Hawaii |
| 11:00-11:45 | Exhibitors' Meeting — Big Pow Wow Room | | |
| 12:00- 2:00 | Orientation Luncheon — Dining Room
THE TOTAL CITY
<i>Speaker:</i> George Kassabaum, FAIA | | |

Thursday, May 8

- | | | | |
|-------------|--|------------|--|
| 8:00- 5:00 | Registration — Ballroom | 2:00- 3:30 | Tour II — Big Top
THE INSIDE CITY
<i>Speaker:</i> Charles Blessing, AIA |
| 8:30-11:00 | Annual Membership Meeting, Wisconsin Chapter, A.I.A. — Big Pow Wow Room | 3:30- 5:30 | Viewing of Exhibits — Ballroom |
| 10:00-12:00 | Women's Hospitality Lounge — Big Top Lounge | 5:00- 6:00 | Wisconsin Architects Foundation Board of Directors Meeting — Treaty Room |
| 10:30-11:00 | Exhibitors' Meeting — Big Top | 6:00- 7:00 | Cocktail Party — Pub |
| 11:00- 2:00 | Viewing of Exhibits — Ballroom | 7:00 | Banquet — Dining Room
THE PERSONAL CITY
<i>Speaker:</i> Elijah Pitts |
| 12:00 | Walking Lunch — Ballroom | | |
| 11:00- 3:00 | Women's Luncheon and Shopping Excursion — Honey Bear Farm (Cars leave Lake Lawn at 11:00 A.M.) | | |

Friday, May 9

- | | | | |
|-------------|--|-------------|--|
| 8:00-10:30 | Registration — Ballroom | 10:30 | Dismantle Exhibits — Ballroom |
| 8:30-10:30 | Viewing of Exhibits — Ballroom — with Cash Continental Breakfast and Complimentary Eye Openers | 10:30-12:00 | Women's Hospitality Lounge — Big Top Lounge |
| 10:30-12:00 | Tour III — Big Top
THE FUTURE CITY
<i>Speaker:</i> George Anselevicius | 12:30- 2:00 | Awards Luncheon — Dining Room
Presentations for: Honor Awards, Citations and Awards of Merit
Adjournment |

Exhibitors

Zonolite Division, W. R. Grace & Co.
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 Weyerhaeuser Company
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 Wis. Precast-Prestressed Concrete Ass'n
 Aluminum Company of America
 Jim Michel Building Specialties, Inc.
 Spancrete Industries, Inc.
 Silbrico Corp.
 General Binding Corp.
 Kohler Co.
 C. J. Koenig Company, Inc.
 American Institute of Steel Const.
 Northern Light Company
 State Sales Inc.
 Lawrence Brothers, Inc.
 Concrete Research, Inc.
 J. R. Petley Company
 Bradley Washfountain Co.
 Bradley Washfountain Co.
 Best Block Company
 Spray-O-Bond Co.
 Murphy Bed & Kitchen Co., Inc.
 Butler Tile Sales, Inc.
 Butler Tile Sales, Inc.
 Stickler & Associates, Inc.
 Milwaukee Insulation Co., Inc.
 Northwestern Elevator Co., Inc.
 Portland Cement Association
 The Libbey-Owens-Ford Company
 The Libbey-Owens-Ford Company
 T. C. Esser Company
 Kawneer Company
 E. G. Artz, Inc.
 The Charles Parker Company
 Split-Rock Products, Inc.
 Richards-Wilcox Div.
 Hupp Corp.
 Sheboygan Glass Co.
 Staller Cabinets, Inc.
 General Fire Equipment Co.
 Valley School Suppliers, Inc.
 Pratt & Lambert, Inc.
 J. W. Peters & Sons, Inc.
 Super Sky Products, Inc.
 Halquist Lannon Stone Co.
 United States Steel

47 Architectural Building Products
 48 The Flintkote Company
 49 Ink-Smith, Inc.
 50 Wisconsin Gas Company
 51 Tiling Sales, Inc.
 52 Andersen Corporation
 53 Craig/Modernfold-Klein-Dickert Co., Inc.
 54 Klein-Dickert Co., Inc.
 55 Milwaukee Area Bureau for Lathing & Plastering
 56 Koppers Co., Inc., Unit Structures Dept.
 57 Streater Brick Company Division
 Hydraulic-Press Brick Company
 58 Fireproof Products, Inc.
 59 S G M Corporation
 60 Osborne Brick Co.
 61 PPG Industries, Inc.
 62 In-Sink-Erator Mfg. Co.
 63 Smith & Smith, Inc.
 64 Mosaic Tile Co.
 65 Structural Products Corporation
 66 Vinyl Plastics, Inc.
 67 Rusco Division of Rusco Industries, Inc.
 68 Arwin Builders' Specialties, Inc.
 69 Wisconsin Electric Power Company
 70 Francis J. Jones Corp.
 71 DeVAC, Inc.
 72 Smith & Smith, Inc.
 73 Mautz Paint & Varnish Co.
 74 Baseman Bros., Inc.
 75 Computer Floor Company
 76 Contech, Inc.
 77 Francis J. Jones Corp.
 78 Steinman Lumber Co.—Olympic Stains
 79 Arwin Builders' Specialties, Inc.
 80 Milwaukee Equipment Co.
 81 American Saint Gobain Corp.
 82 Daylite Window Systems
 83 Daylite Window Systems
 84 Pipkorn Corporation
 85 Brant & Nielsen Painting Corp.
 86 School Equipment Consultants, Inc.
 87 Pipkorn Corporation
 88 Ver Halen, Inc.
 89 Connor Forest Industries
 90 Goodwin Companies
 91 American Olean Tile Co.
 92 Gagnon Clay Products Co.
 Wisconsin Face Brick & Supply

1969 Knollhaven Model Building Competition

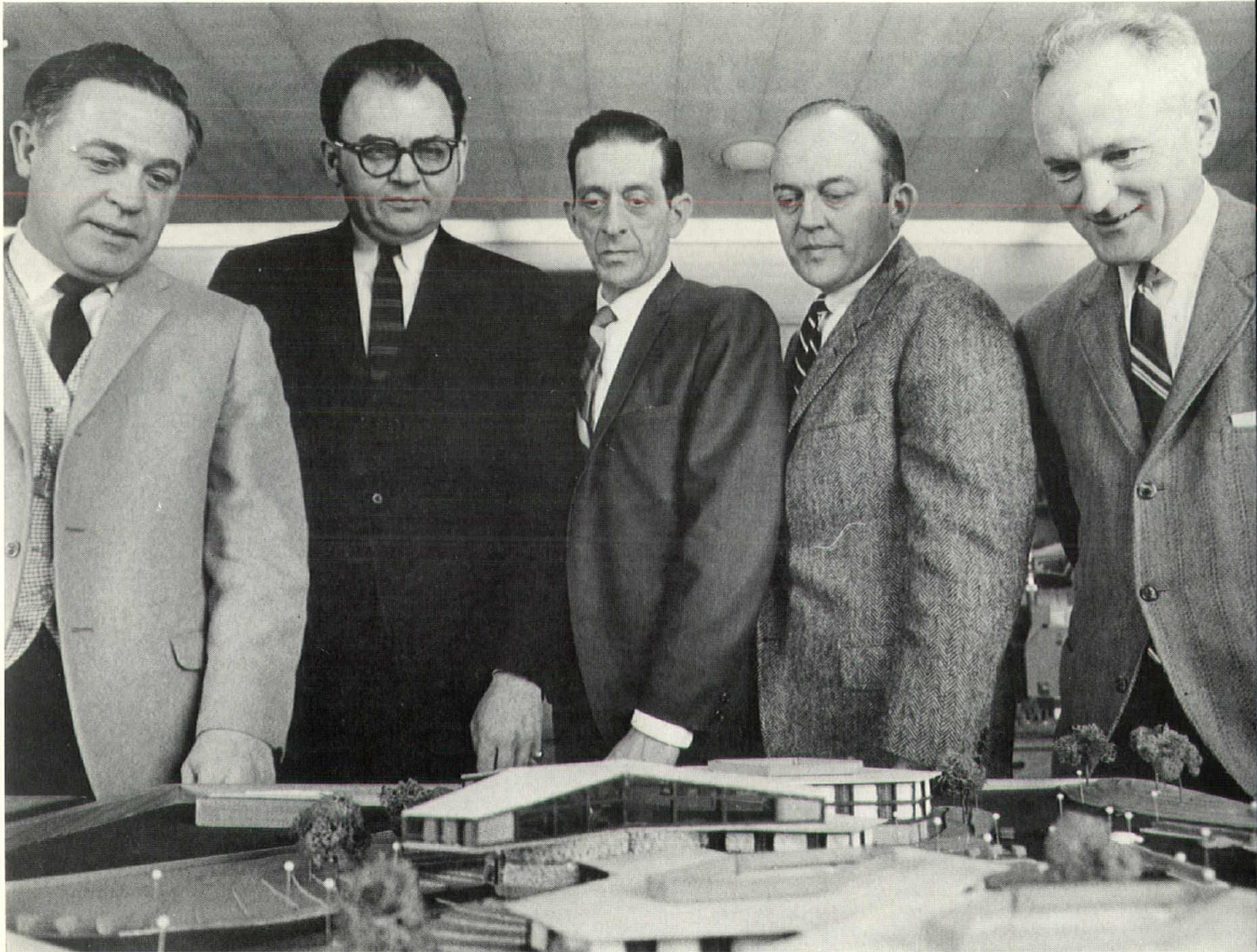
A program designed to expand interest and deepen understanding of the construction industry and its multiple components among high school students

For the past four years, the Allied Construction Employers Association, sponsors a yearly model building competition, open to all students (9th-12th grades) in the public, private and parochial high schools of Milwaukee, Waukesha, Washington and Ozaukee counties. Over \$1,000 in prizes and \$5,500 in college scholarships are given annually in the competition.

George Kent, Director of Education for the Allied Construction Employers Association, an organization of 2,000 contractors and suppliers who in turn employ over 22,000 of the most highly skilled tradesmen, conceived the model building competition as a tool of expanding interest and deeper understanding of the construction industry as a whole among high school students. As a former teacher and having personally been very interested

in building GM models during his own high school days, Mr. Kent considered the model building competition a "natural" incentive for involving the age group he was trying to interest and reach.

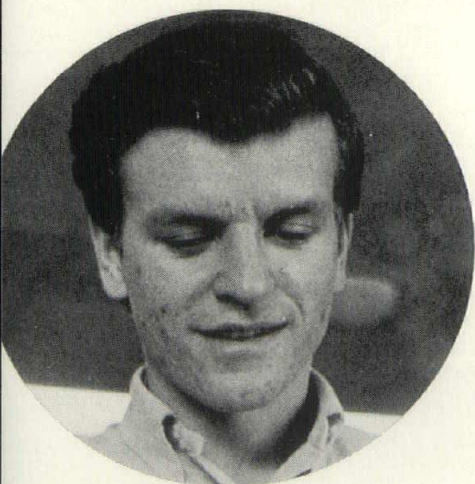
Once the idea was born, Mr. Kent enlisted the help of his old friend and neighbor, G. A. D. Schuett of Schuett-Erdman & Gray, Architect of Milwaukee. Together, they worked out a thoughtful and carefully planned program for the model building competition. The challenge for the student is to design and construct a finished scale model. Contestants are honor-bound not to receive assistance, but it is permitted for an instructor to supervise construction of the model as part of a class project, provided the actual work is done by the student. The contestants have complete freedom of design but the structural system must be practical. Actual full scale costs can be disregarded. For the winners it is required to submit a brief description of the building's interior



Richard Hunzinger, Thomas Koenig, Edwin Mundy, George Schuett and Oscar Druml, jurors for the 1969 Knollhaven Model Building Competition.



Top prize winning model



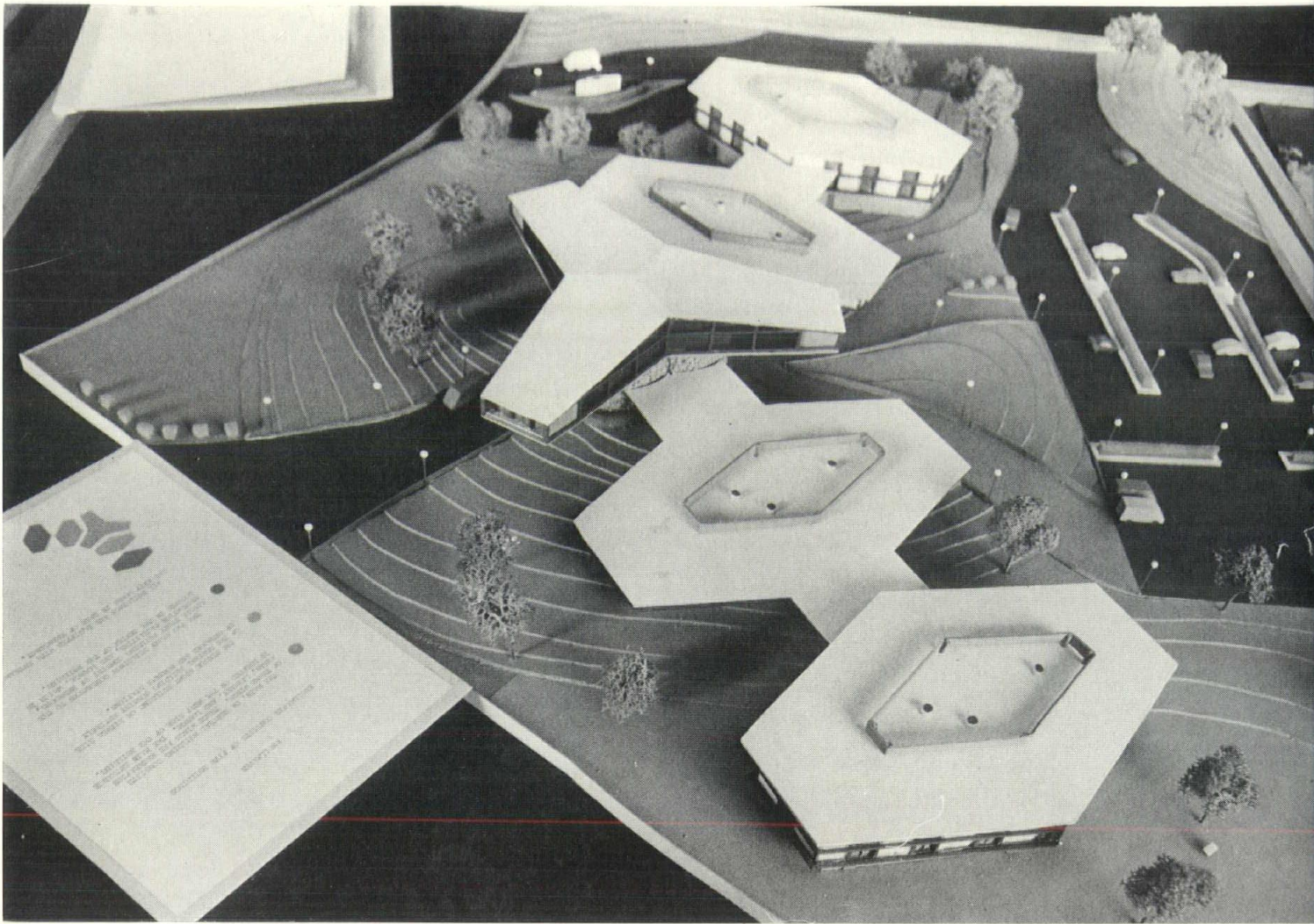
Lyle R. Liska, Top prize winner

a part of final judging.
 The model has to be constructed in the uniform scale of
 1/20" = 1' and it must be mounted on a firm base 3' x 3'.
 The buildings chosen for these competitions are of either
 private or public nature. In 1969 the subject for the model
 competition was a special care residence for elderly citizens.

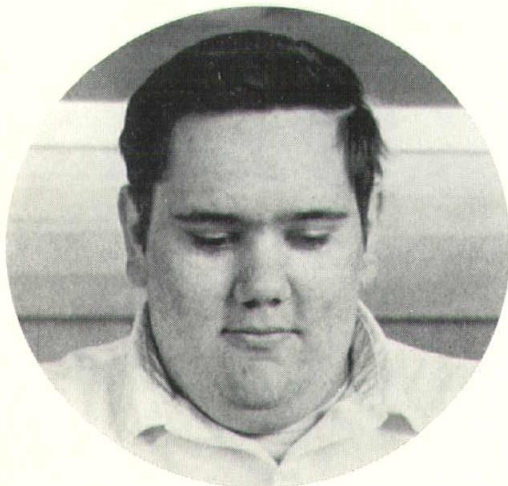
How thoroughly the program guides the student through the various phases, is maybe best explained by the 1969 project. An information sheet is prepared which specifically explains the background of the project. In the case of Knollhaven, the shortage of modern well-built true 20th century facilities for residential and nursing care in the United States is discussed. Being more specific, it is reported that Milwaukee County Officials, for instance, are faced with the problem of replacing what is now known as 'infirmaries' with up to date contemporary facilities and that the project Knollhaven could be just such a replacement.

A specific site is designated. Knollhaven was located at 8700 West on Watertown Plank Road on a grassy knoll. Specific requirements are listed such as bed capacity, parking facilities, placement of the building on the site, types and number of entrances, elevators, dining facilities, building services and needed outdoor facilities.

Following the announcement of the competition and the distribution of the information sheets, a series of seminars are held for the students. Professionals who are directly involved in the type of subject chosen for the competition speak to the students about special requirements to observe. In this year's program, Director of County Institutions, Richard Scheller, explained the type of people



Second prize winning model



William Grall, Second prize winner

that will live in a building such as Knollhaven. He related the physical and psychological disabilities of some of the residents and how these must be taken into consideration in the design if the project is to function and serve them well.

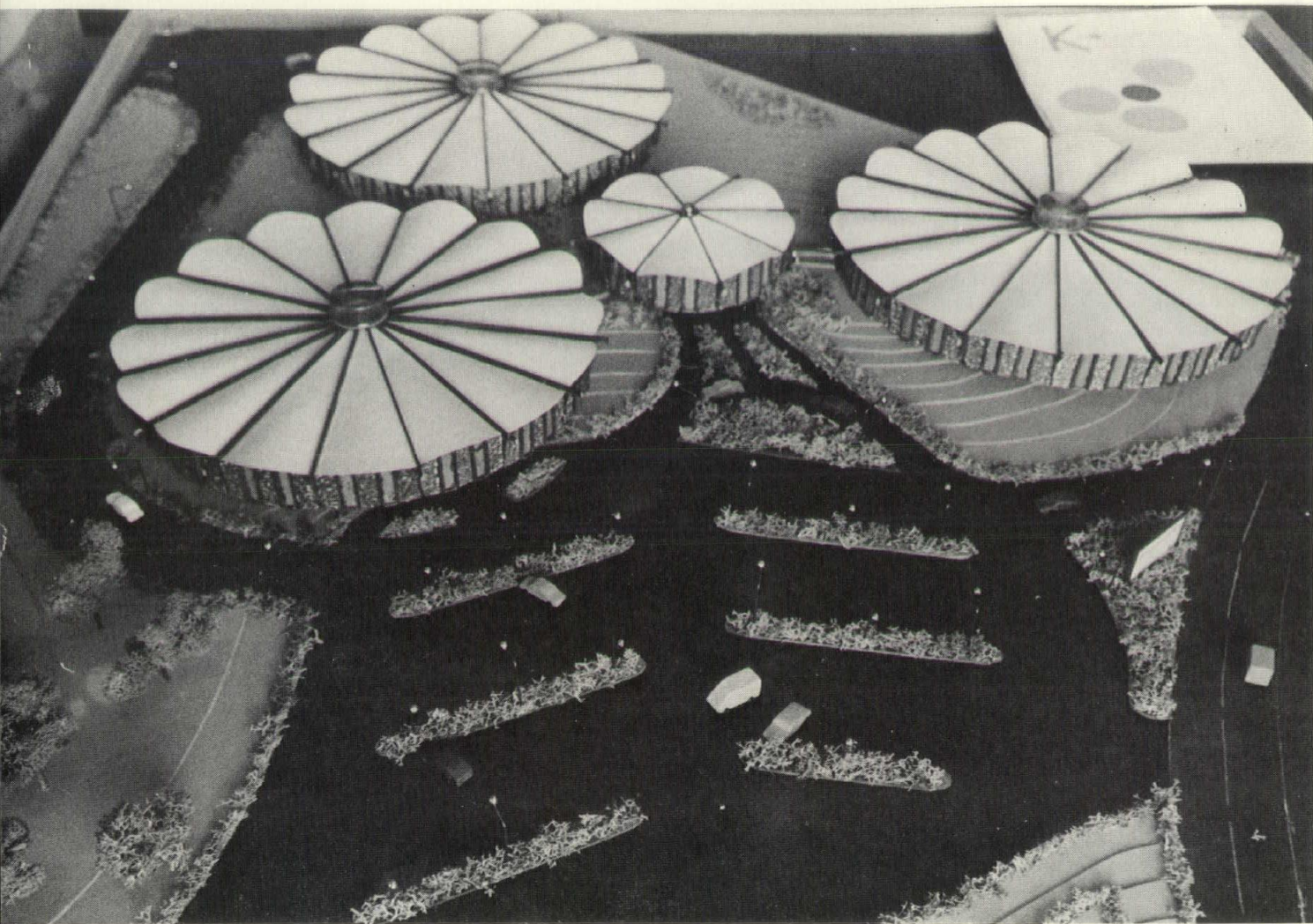
George Schuett, who has participated in all of the seminars

in the past four years as the architect, takes the students carefully through all stages of development prior to the actual design phase.

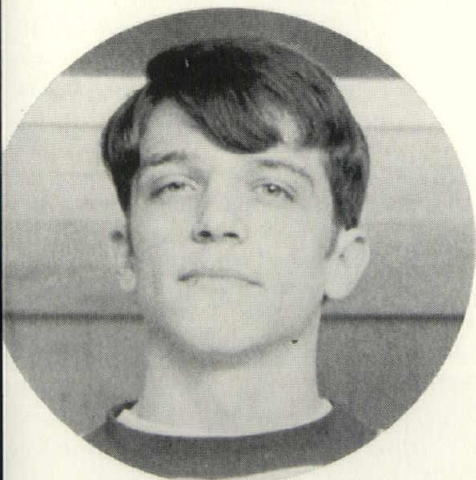
Question and answer periods provide ample opportunity for the students to clarify any uncertainties they might have. The model building program ingeniously involves the student in all phases of the building process and it certainly taxes his mental as well as manual capacity while he is getting an education to boot. It also makes the hypothetical project for the student much more real. The administration of the competition as well as the process of selecting the winning models is equally well thought through as the program itself.

74 high schools participated in the 1969 competition and 424 models entered the competition.

Designated high school faculty members of each high school select three models from their own school. These are eligible to be entered into the area competition. There are four area competitions. The jury for the area contests is composed of qualified experts in the construction industry. Three models from each of the four areas are then chosen and become eligible for the final competition. The final jurying is held at the Engineering Building at the downtown campus of the Milwaukee School of Engineering.



Third Prize winning model



Mike Ciofani

The entries are juried for craftsmanship, design and landscaping. This year's jurors for the 1969 final competition are Richard Hunzinger of Hunzinger Construction Co., Thomas Koenig, President of Allied Construction Employers Association, Edwin Mundy, Director of County Institutions, A. D. Schuett, A.I.A. and Oscar Druml of the Druml

Co. Lyle R. Liska, 17, a John Marshall high school senior, was awarded first prize, a four-year scholarship for the Milwaukee School of Engineering or a \$300 cash award; William C. Grall, 16, a junior at Boys' Technical high school won second prize, a two-year scholarship in structural technology or a \$200 cash award and Michael Ciofani, 16, also a junior at Boys' Technical high school received the third prize, a \$100 cash award.

A special award is given to the supervising instructor of each of the top three winners in the amount of \$100.

The awards are presented at the Awards Banquet, sponsored by the Allied Construction Employers Association Industry Advancement Program.

At a recent interview, George Schuett, who obviously deeply enjoys his participation in the program, estimated that each student spent a minimum of 100 working hours on his model. Considering that 424 models were entered, high school students spent a probable total of 42,400 hours of meaningful involvement.

A very high percentage of students who won in the past have gone on to college studying engineering or architecture, others decided to go into the construction trades, qualified proof of the success of the Model Building Competition.



Everyone calls her Dorothy — but that's only a small bit of the story.

Dorothy Schweitzer assumed the duties of Executive Secretary to the Wisconsin Architects Foundation in 1960 with all the equipment and experience necessary for this successful assignment — to the good fortune of the worthy project she was to serve.

Originally secretary to the head of industrial and public relations for the Wisconsin Public Service Corporation and editor of the company magazine, she eventually went on to an even more demanding role as secretary to the Vice-President of Young & Rubicomb in New York City — dynamic leader in the world of advertising. A subsequent death in the family returned Miss Schweitzer to Milwaukee where she devoted her time and talents to charitable causes as well as participating in the early formation of the Women's Symphony League.

But somehow-or-other when one is the sister of an architect (Frederick J. Schweitzer, AIA) the cause of architecture rubs off.

Frequently pressed into specification typing (with exceptional efficiency), the vocabulary was there, the environment of design became inescapable, and the stage was set. One day, brother Fred, co-founder of the Foundation with the late Theodore Eschweiler, FAIA, after secretive and devious plotting with Gerald Rice, Foundation attorney, over the woes and birth pains of the fledgling and floundering or-

ganization, approached his sister off-handedly saying: "How would you like to do a little part time secretarial work for the Foundation? A letter now and then, a couple of meetings a year with free lunch, no money of course, but a rewarding interest and opportunity — how about it?" The fatal nod of assent was followed by ten years of Blood, Sweat and Tears! Brother Fred reflected: "This was the biggest job of my career."

Fostering aid to education in Architecture, one of the state purposes of the Foundation in its cultural concept, led to a financial grant program for worthy students who had to seek out-of-state training since Wisconsin had then no facility for this higher professional training. Thus Dorothy Schweitzer became in these ten years Mother Hen to about 80 students with all the devotion of a Jewish mother. Involved were volumes of correspondence with state student candidates, their parents, and accredited architectural schools throughout the country. Also, the clearance and qualification of academic records and financial need with reports to the Foundation board.

Then there was the solicitation of funds to do the job. One director commented that Dorothy "left not a door unpounded." With the fine helping W.A.L. (Women's Architectural League), allied industries, the profession and Foundation members, she proudly prepared some \$44,000.00 in grant checks to students these years and deposited some \$30,000.00 in the Foundation account to date. It was always a bad time for Dorothy when there was no check in the mail and apprehensive postmen rued the day.

A School of Architecture for the State of Wisconsin was Brother Fred's consummate ambition in the formation of the Foundation and he enlisted the unbounded enthusiasm of its officers and members. For Miss Dorothy the work it was to involve was clearly beyond the call of duty. Years of time consuming work, a plethora of arrangements for meetings, minutes and correspondence preceding the birth of The School of Architecture in 1967, left her undaunted.

In addition to her student brood, Miss Dorothy steered her flock of Foundation members with the succession of dedicated presidents Herbst, Rose, Segel, Schweitzer and Wenzel through the past ten years, loving every bit of it.

While over the years she gave her services gratis, it has become the tradition of the board at each year's end to unanimously and with deep affection double her current salary. When she appeared at one Board meeting, smartly dressed in a fashionable suit, a director quipped: "Is this your new Foundation garment?"

The Foundation affairs absorb about half her day, she spends the rest of the time in feverish clothes design and craftsmanship. Also, as a housekeeper par excellence she moves F. J. Schweitzer to authoritatively state that "Dorothy makes the best Stouffer's cheese souffle in town."

Perhaps, in retrospect, those who have served on the Wisconsin Architects Foundation, must occasionally wonder would the Foundation have survived had it not been for the gal they call Dorothy? Quite a gal, Miss Dorothy!

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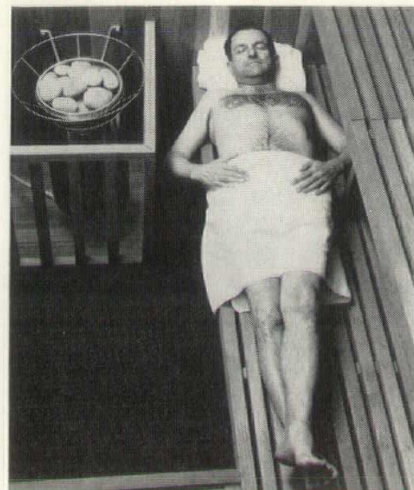
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Energy Option Workshop, May 1, 1969

A day long workshop for building design engineers, architects and specifiers in the Wisconsin area will be held on Thursday, May 1.

Called an Energy Option Workshop, the conference will be held at the Holiday Inn #2, Madison, Wisconsin. Sessions will begin at 9:30 A.M. and will end about 5:00 P.M. Lunch will be served at the Inn.

The workshop brings together a team of specialists to discuss and analyze recent concepts in heating, cooling, lighting and power systems. The program, covering nine major areas, is designed to help engineers, architects, specifiers and builders arrive at sound and objective solutions to problems they face in planning and designing energy systems for commercial and industrial buildings.

Among the speakers will be C. George Segeler, regarded as one of

America's leading heating engineers. Another speaker will be David Sage whose firm is presenting the workshop. Mr. Sage is training contractor to the American Gas Association and is a consultant to I.B.M., U.S. Army Engineering School, and United Nations Industrial Development Organization.

The Madison Workshop is sponsored by the Wisconsin Gas Company, Michigan Wisconsin Pipeline Company and Northern Natural Gas Company.

Jacques Lipchitz to receive AIA Fine Arts Medal for 1969

Work by the world-famed sculptor, who is to receive the Fine Arts Medal for 1969 from The American Institute of Architects at their convention in Chicago, is exhibited at the University of Wisconsin-Milwaukee through the month of April. The sculpture of Jacques Lipchitz exemplifies the powerful, explicit, imaginative expression of form in

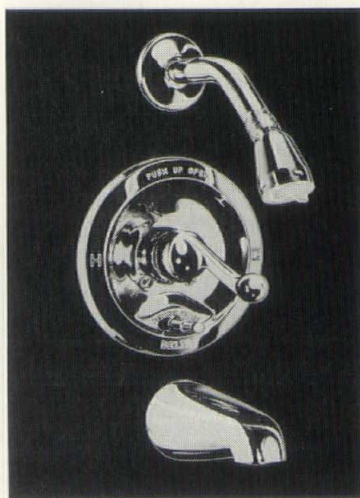
time and space. His work often symbolic and sometimes awe-inspiring, shares its strong, structural elements with architecture. It is a happy coincidence that Professor Jack Wasserman, chairman of the UWM Art History department, organized the exhibition which can be visited throughout the month of April. Work completed before 1930 will be exhibited in the Art History gallery in Mitchell Hall. Work completed since 1930 in the new Fine Arts Galleries.

Architecture and the College Fifth North American Conference

On Campus Planning and College Building Design will be held at the University of Illinois, Urbana, April 20 through 24, 1969. For information and registration blanks write to: Architectural Conference Supervisor, 116b Illini Hall, Champaign, Illinois 61820.

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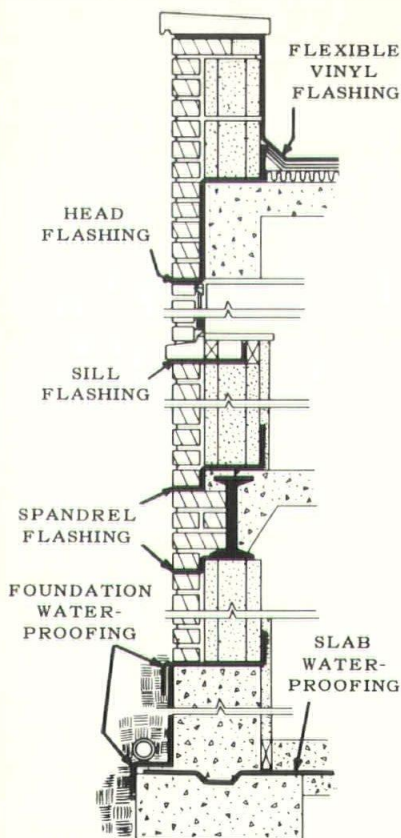
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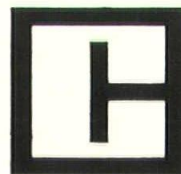
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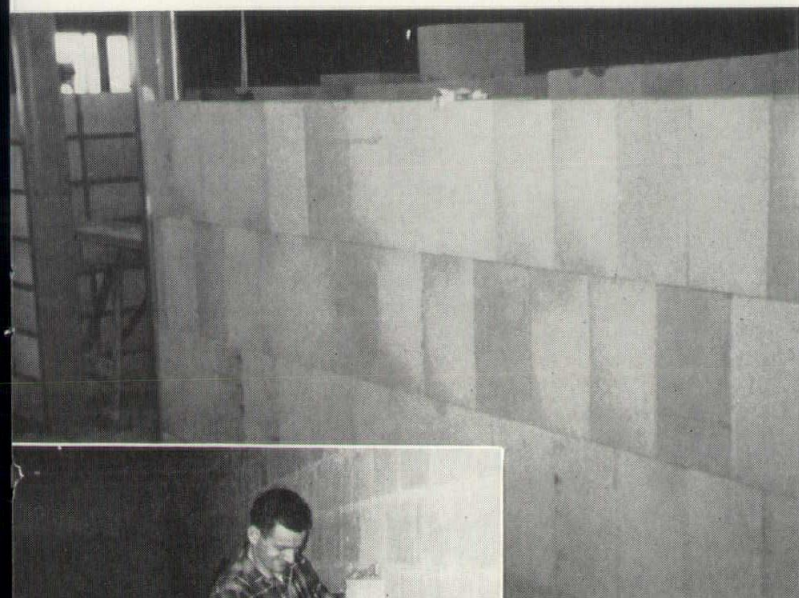
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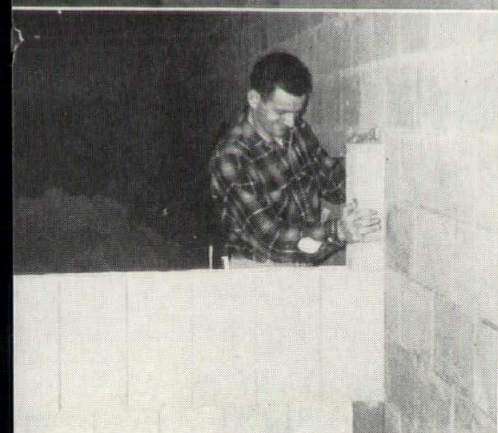
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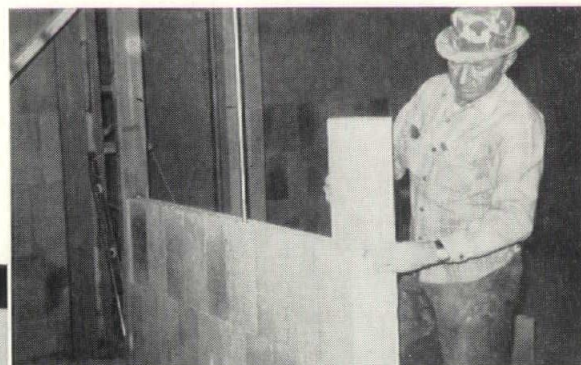
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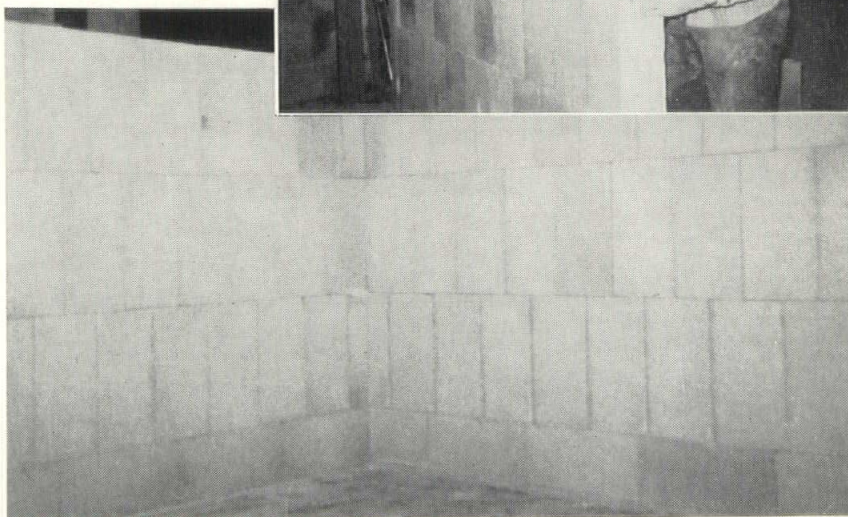


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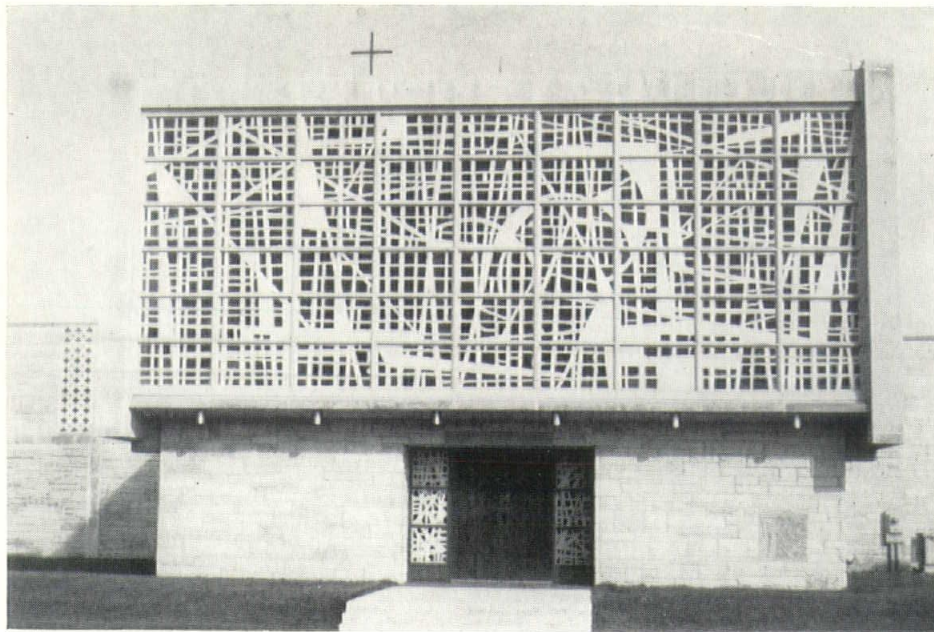
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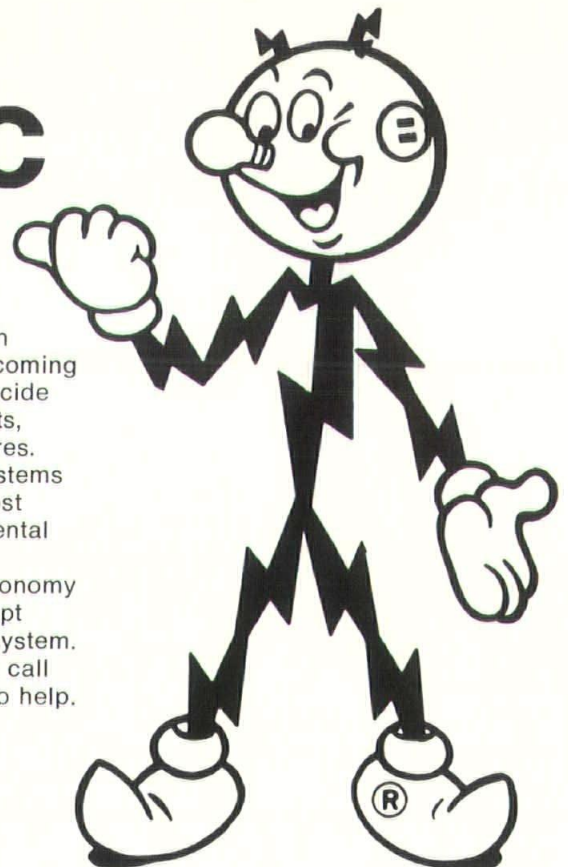
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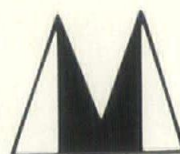
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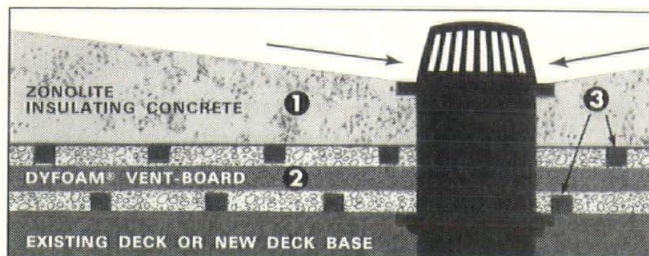


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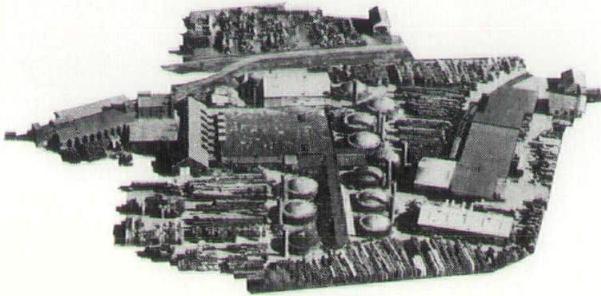
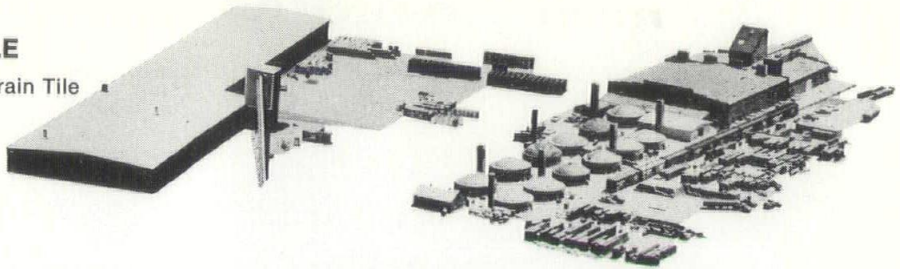
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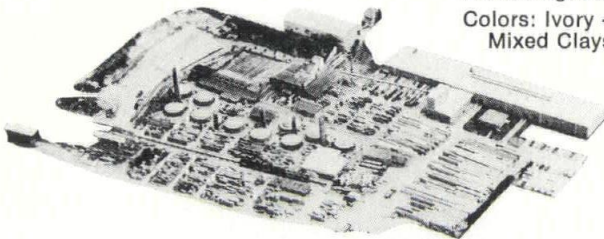
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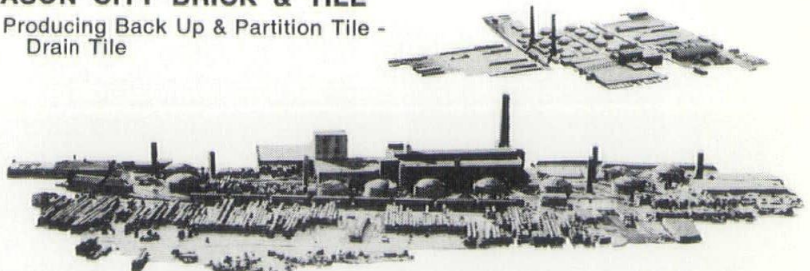
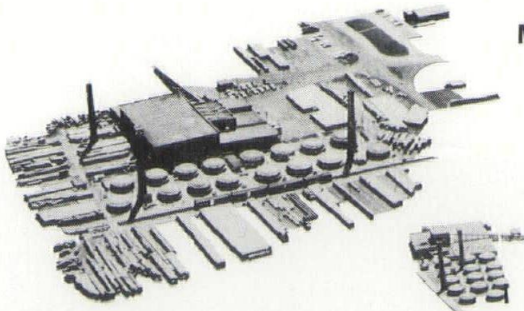
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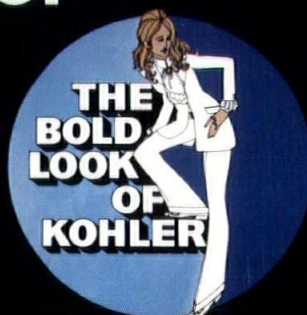
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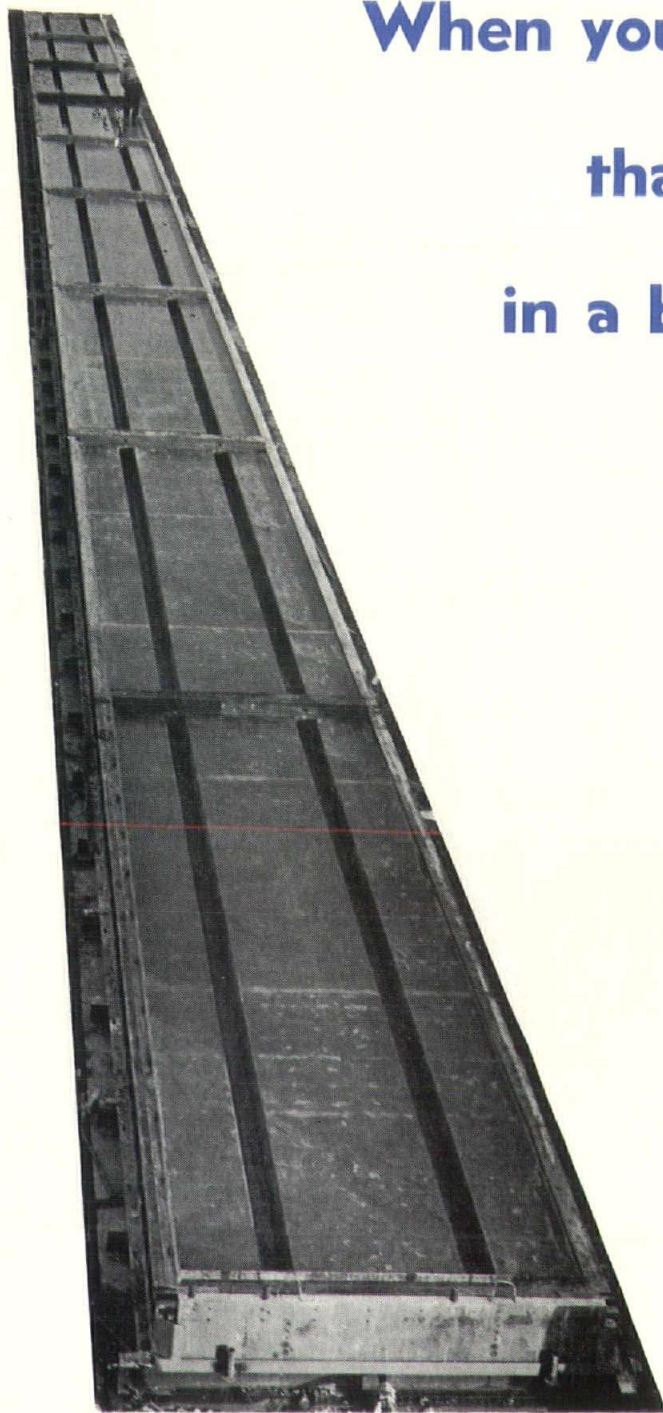
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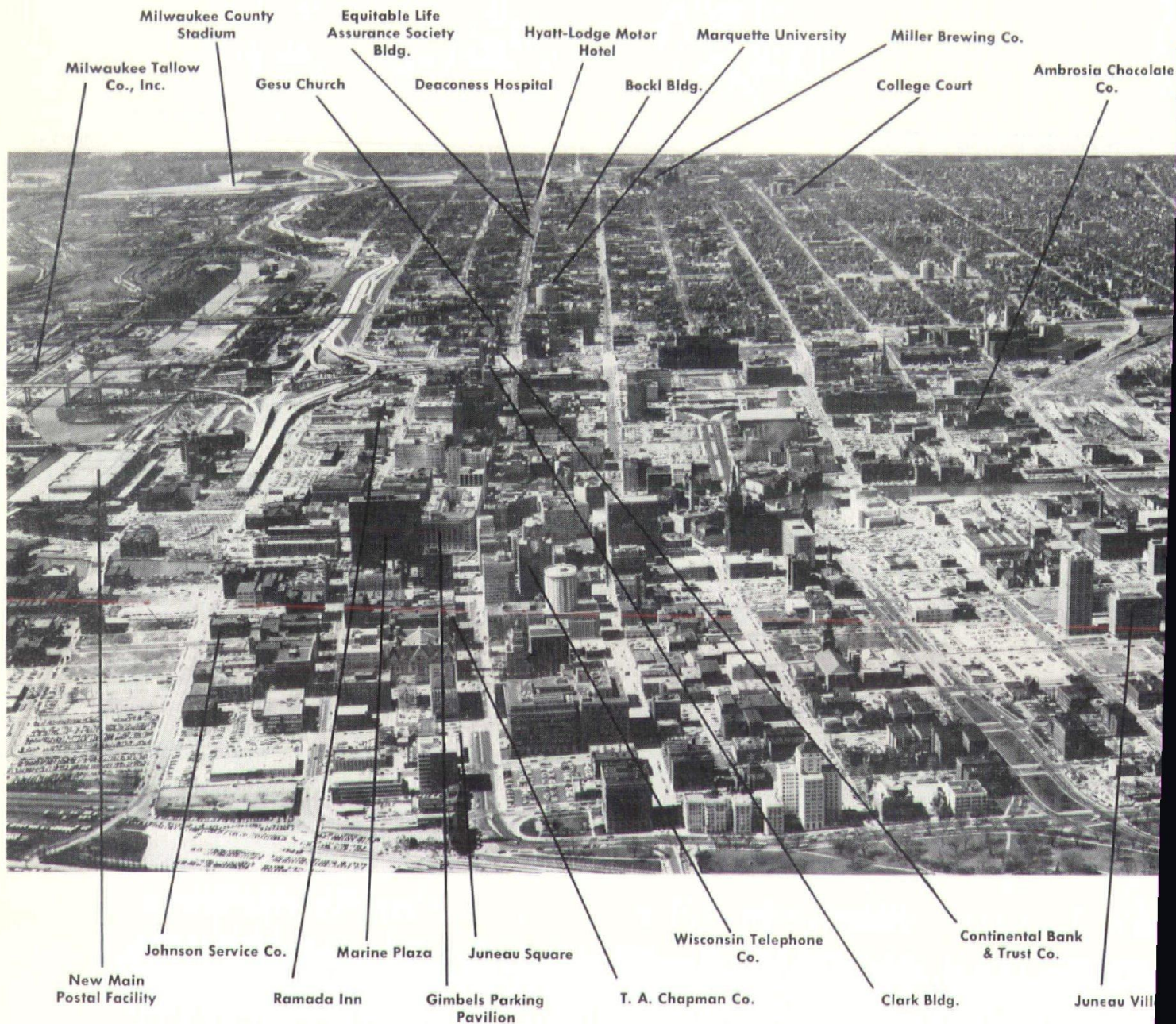
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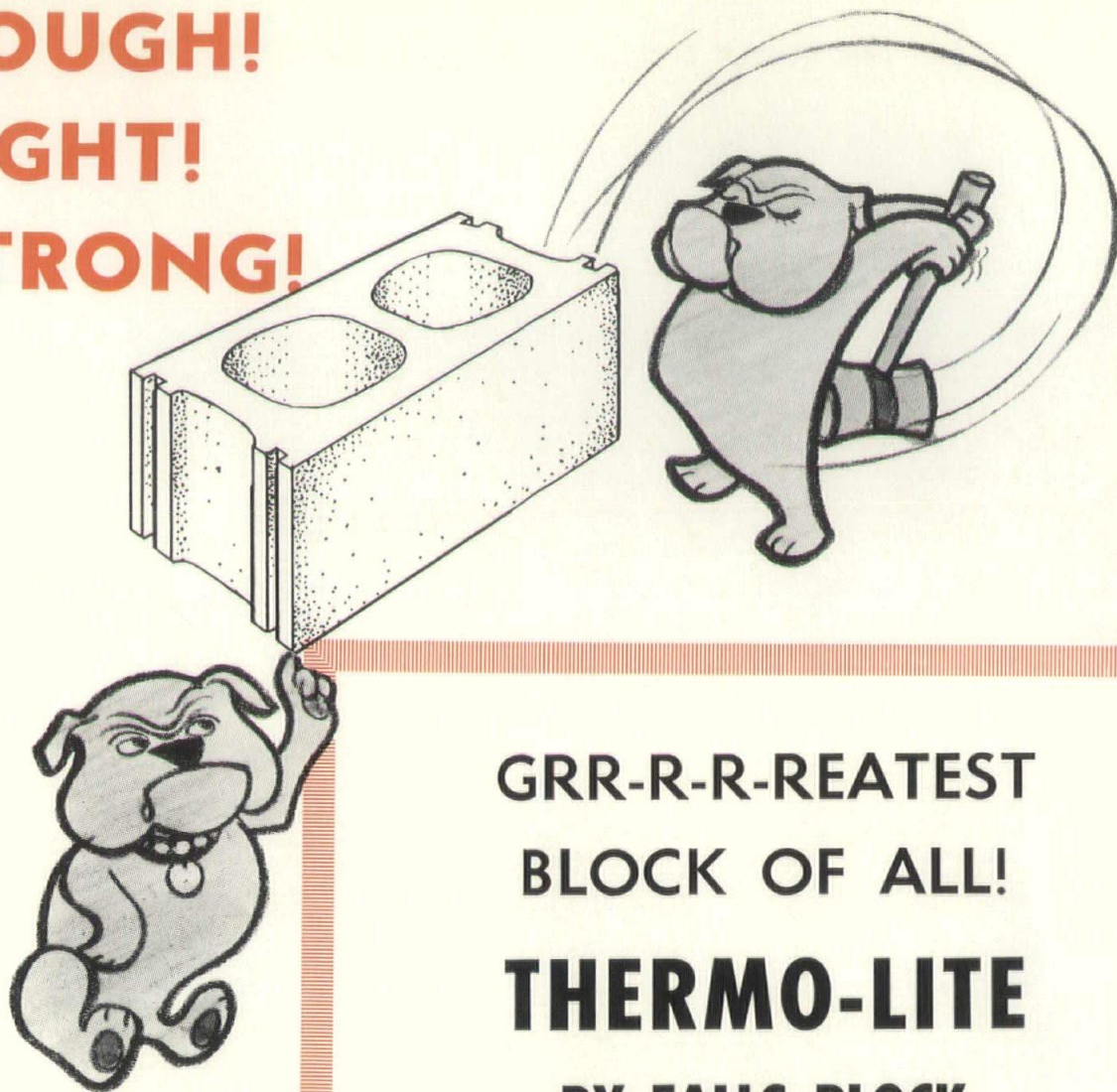
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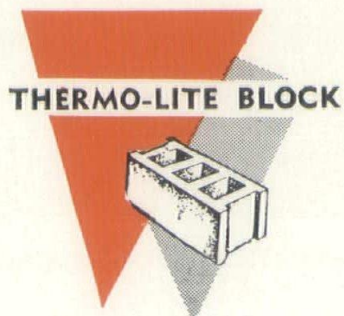
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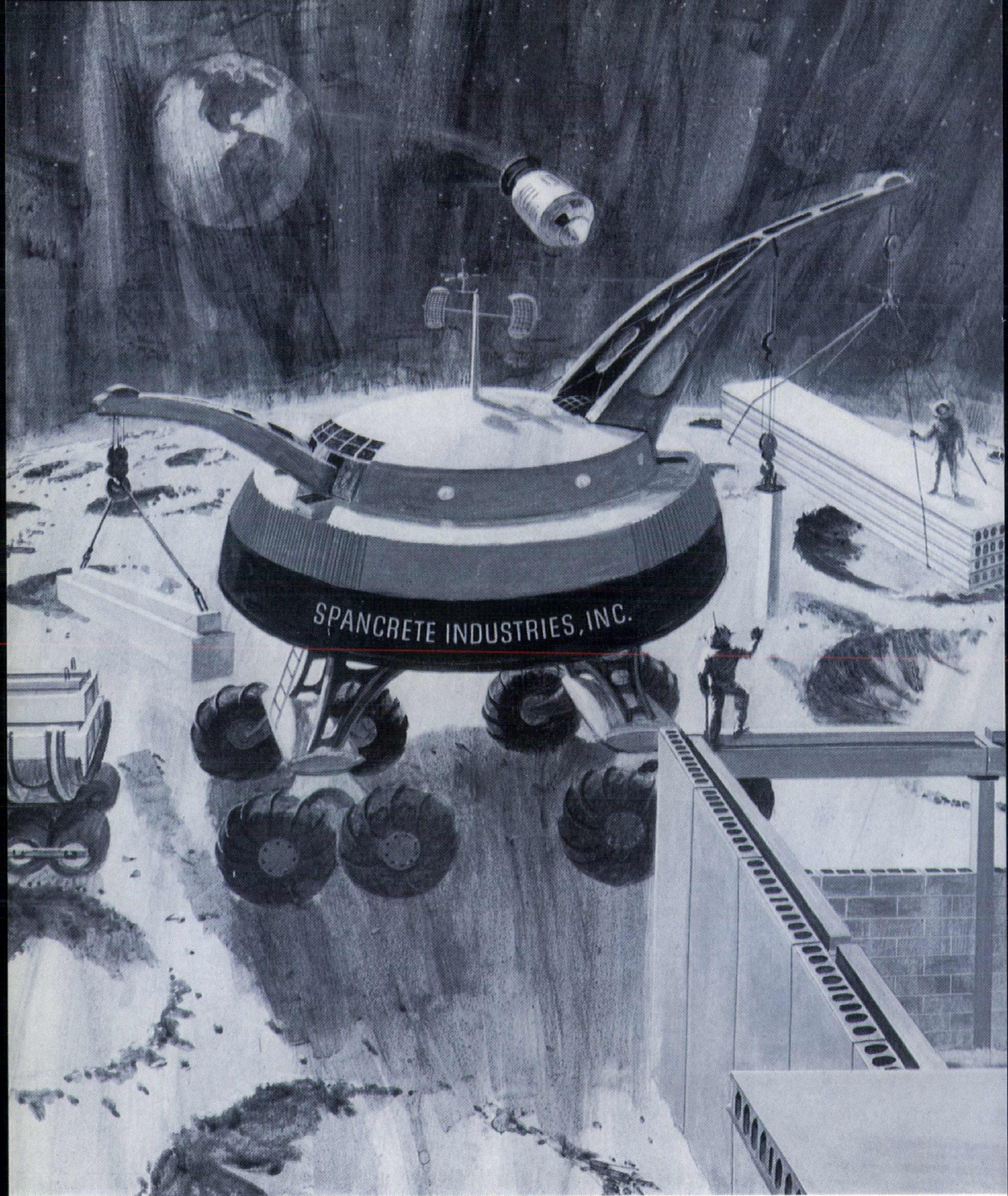
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